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ABSTRACT

These guidelines for teachers are part of a total social studies K-12 curricular program. The guide provides a basis for developing courses of study adapted to the needs of students; to make the teacher more aware of student-performance at their respective grade level, and as a basis to make decisions regarding pilot programs and adoption of textbooks. The ultimate goal of the interdisciplinary program is the formation of articulate, socially-conscious citizens who will work for the perfection of the world community. Planned as a total sequence so that learning is developmental and cumulative, the program emphasizes a conceptual approach recognizing that understanding, skills, attitudes, and values are all interlocking aspects of the total learning experience. Scope and sequence charts provide a framework for the K-12 curriculum, with a list of suggested activities and a bibliography of materials provided for each grade. The broad themes for primary grades focus upon family, community, and the earth; for intermediate grades, regional studies, man's adventures, and culture; for junior high, Latin America; local, and U.S. history; for senior high, global and American history, and government. Related Documents are SO 003 186; and SO 003 187. (Author/SJM)

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CURRICULAR PROGRAM
for
THE SCHOOLS

The Diocese of Cleveland
K-12

Very Reverend Msgr. William N. Novicky
Superintendent of Schools
1971

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Diocese of Cleveland

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PART II

Specific Guidelines in Each Subject Area -
Separate Table of Contents for each

CURRICULUM WORKSHOP

June 28 - July 23, 1971

PURPOSE: To involve experienced teachers under the direction of subject-matter specialists in developing practical materials to initiate the implementation of a diocesan curricular program K-12 resulting from the 1970-1971 curriculum study.

PERSONNEL

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SPECIAL THANKS ARE DUE THE FOLLOWING

without whose generous help
the work of the Summer Curriculum Development
would never have been completed

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Erieview Catholic High School

for supplying typewriters and assembly-room chairs

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for many hours of manuscript typing

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for multilithing and assembling reams of materials

- - -

To all instrumental in setting up the summer program granting graduate credit from John Carroll University, we are sincerely grateful. Special thanks are due Dr. Raymond LeGrand, Chairman of the Department of Education at John Carroll University, for his generous cooperation.

August, 1971

To the Administrators and Teachers in the Elementary and
Secondary Schools of the Diocese of Cleveland:

The accompanying K-12 Curricular System is the first fruits of the Curriculum Study begun during the 1970-1971 school year. Teachers, administrators, and central office personnel have spent the summer hammering into practical shape the recommendations of the teacher-committees who studied our existing programs during the past year. The cooperative efforts of all involved have resulted in a unified yet flexible K-12 curricular program.

It is mandatory that the program be implemented in all our Diocesan elementary and secondary schools. To help with this implementation, a system-wide program of inservice for the coming year has been worked out by the central office staff. I am confident that all administrators will continue during the year to devote staff-meeting time and/or local inservice programs to decide how this diocesan-wide program should be used to meet the specific needs of the students in the respective schools.

The staff at the diocesan office as well as the administrators and teachers who participated in the development of the K-12 curricular system envision its use in at least three ways:

1. It can serve as a BASIS for developing SPECIFIC SYLLABI or courses of study ADAPTED to the NEEDS of the students in the various geographical areas of the diocese. Such courses of study, we believe, can best be developed under the guidance of diocesan area and subject-matter consultants by individual schools or clusters of schools with similar needs.

2. Through careful study and use of the materials provided, individual teachers will be more aware of the anticipated student-performance on their respective grade level. Yet, because the schools have been furnished with scope and sequence charts for the total K-12 curriculum, any individual teacher can also see what are the anticipated outcomes of lower and higher levels. Thus the individual teacher can better assess the needs of her own students.

3. Decisions regarding pilot programs as well as the adoption of textbooks will be based on how well the proposed innovation or curricular materials accomplish the student-performance objectives spelled out in each subject area.

Each committee has developed an instrument to provide for the feedback necessary for evaluation and improvement of our multi-faceted curricular system. It is my sincere hope that administrators will do all in their power to encourage teachers to use the feedback instrument designed to help us develop programs best suited to the varying needs of schools in our diocese.

Sincerely yours in Christ,

William N. Novicky
Rev. Msgr. William N. Novicky

PHILOSOPHY AND OBJECTIVES OF CATHOLIC EDUCATION

Catholic education, to be true to Christ, must be essentially Christian. Catholic education must be more personally concerned with learning to live. * IF we accept God as the beginning and end of life, Christ as the center of our life, the "good news" as the source of meaning directed by the Holy Spirit to all that affects living, then both parents and teachers alike have a mandate from God to have an educational program that prepares students for the "more abundant life" which Christ came to give.

In preparing youth for life in the changing society of the 21st century, parents and teachers must give them more than human and material values. By their lives, as much as by their instruction, they bear witness to Christ. The more they bear witness to Christ, the better will they prepare youth for responsible citizenship.

We believe that the major purpose of the Catholic school is to educate the whole person in a special community. Within this school community, teachers are to create an atmosphere enlivened by the Gospel spirit of freedom and charity. They must help their students to understand the whole of human knowledge and culture and its relationship to the teachings of Christ.

The student should

1. Develop an appreciation of the personal worth and dignity of every man.
2. Commit himself to a hierarchy of values.
3. Gain and use knowledge to make sound judgments based on Christian principles and to think independently.
4. Be a witness for Christ through growth in home life and in the parish community, participation in the sacramental life of the Church, and service to men.
5. Learn to live intelligently with change.
6. Value art as a necessary and fundamental part of his life; be appreciative of the countless ways in which he can learn and express himself through art.

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* This IF is a challenge, not a doubt!

7. Use the communication arts effectively in life situations.

8. Learn desirable behavior, attitudes and knowledge about total good health.

9. Become aware of mathematics as a man-made system, a way of logical thinking, but also as a way of doing.

10. Understand how emotional expression as a part of normal, healthy, happy living can be enhanced by music.

11. Develop sound physical bodies, skills and fitness through a series of physical activities.

12. Deepen his awareness of God through experiencing appropriate affective-cognitive learning situations.

13. Appreciate the nature, function, and purpose of all creatures in the scheme of creation.

14. Be concerned with and respond to man's modification of his total environment and the influence of these modifications on behavior; seek solutions to current problems in an ever-changing society, and plan a better world for the future.

CHILD GROWTH AND DEVELOPMENT K-12

In order to structure an efficient curriculum, one which meets the needs of all the children involved in it, it is necessary to take cognizance of some facets of growth and development in grades K-12. When the curriculum meets or challenges a student's level of aspiration, achievement motivation is realized. Level of aspiration refers to the motivating force which moves an individual toward better performance in the future than that achieved in the past. It is related to expectancy of success or failure and to self-concept. Achievement motivation is an outgrowth of the level of aspiration and is characterized by positive orientation toward learning--the desire to master problems and to increase skills and ability.

Cognitive conflict is integral to the learning process. Good teachers tailor the educational experience to the developmental level of the student, providing moderately novel experiences. Confronted with the "medium question" or the optimally discrepant situation, the learner is impelled to move on, to resolve this conflict by changing his mode of conceptual functioning. Awareness of developmental levels is, consequently, imperative to selecting learning experiences which are neither so radically novel as to be unassimilable nor so familiar as to surfeit the learner.

To accomplish the task of learning, a pleasant and stimulating learning environment is needed at all levels. In this environment students should feel secure and comfortable with their teacher, and accepted by their peers. Environment, moreover, nourishes growth of mind if it invites exploration.

The complex task of learning requires subject matter which is meaningful to the child and related to his environment. Further, current curricular emphasis is on forming the intellectual powers of those whom it serves. Learning, however, requires not only intelligence, but also skills, motivation, maturation and adjustment to the environment. When one of these factors is missing, learning does not take place according to expectancy. Intelligence, according to some developmental psychologists, is the capacity of an individual to act with purpose, to think rationally and to deal effectively with himself and his environment. Since this capacity differs with each individual, the other factors--skills, motivation, maturation and adjustment--must be borne in mind.

Each developmental level is characterized by a qualitatively different learning modality. The different modalities guide curriculum development. Pre-school children, for example, learn eighty percent of what they know through kinesthetic-tactile experiences: they want to feel or touch. The other twenty percent is learned through visual and auditory means. At about eight years, the learning mode reverses and the learner derives eighty percent of his knowledge from visual and auditory means and twenty percent from kinesthetic-tactile experiences.

Since all children do not learn in the same way, attention must be given to individual learning modalities. A fitting mode is selected after assessing the learner's developmental level. For example, if the visual approach is too difficult for an individual child, the auditory approach might prove effective. Unless a child receives proper assistance while making the transition from the kinesthetic-tactile level to a higher learning modality, he may become a poor achiever, a poor learner. If the transition is not made, his learning experience remains based on the physical--he must touch and feel. When the transition is not made satisfactorily from one level of development to another, learning gaps appear and the child begins to fall short of his potential.

Learning tasks must be consistent with the receptive, cognitive and affective development of the learner together with his individual self-concept. According to developmental psychologists, boys and girls are each equipped with characteristics which fit them for specific tasks. The tasks differ at each level, and boys differ from girls. This fact implies readiness for tasks, and again boys differ from girls. A child learns only what he is ready to learn in terms of his maturation and his previous experience, otherwise frustration results. For example, a parent who tries to force a pre-school child to write before his gross and fine muscles are developed to the point of good coordination, may cause strong dislike for these activities, and in school the child may seldom finish an assignment.

Developmental psychologists such as Bayley, Piaget and Bruner characterize the levels of development as follows:

Early Childhood (Including Kindergarten Children)
Age 5-6

This period is characterized by a sense of initiative. It comprises what is usually referred to as pre-school years. Children learn primarily through kinesthetic-tactile experiences during these years. Implications for the Kindergarten curriculum are obvious. Bodily activities which develop gross muscles are very important. Sensori-motor and pre-conceptual activities need attention. Activity is best based on routine: outdoor time, music time, milk time, etc.

Middle Childhood
Age 7-11

This stage comprises the bulk of the elementary school years. It is in this period that the transition is to be made from the K-T approach to the visual and auditory mode. The main developmental task of this period is to achieve competence in a variety of physical, mental and social skills considered essential in our culture.

Age 7-8

Children at this stage often retain some baby characteristics: they cry easily and tell secrets. Their responses are more functional than universal. Instead of proceeding from the particular to the general or from the general to the particular, the seven-year-old proceeds from particular to particular. During this developmental phase the child begins to think of things far away in time and space.

Age 9-11

Between nine and eleven, or approximately before fifth grade, the child learns by thinking about concrete objects which he must manipulate. The group becomes important. More time is spent with peers, learning social structures, the in-group, the out-group. Children during this developmental level talk much, show loyalty to heroes and ideals, and learn leadership as well as how to follow. They learn to put up with things and continue to cry but not in the presence of peers.

They begin to show some logic in their thinking, show some ability to define words, use analysis and see relationships. Much teacher instruction is needed in the process of abstracting essential qualities from objects. There appears to be increased ability to handle number concepts and more ability to think of parts and wholes independently.

Pre-adolescent boys have a strong need to regard themselves as manly. Girls want to appear attractive. There is interest in investigating things outside themselves, whereas in years 6-8, there is greater concern with self.

Adolescence
Age 12-20

At about 12 years, the emotions begin to intensify without the controls needed. Many "explosions" occur. A certain cockiness may appear, a scorn for childhood and a feeling of independence away from adults. There is a great desire for more privileges and freedom. A limited sense of responsibility may appear. Self-consciousness and the search for self identity--"Who am I?"--characterize this period. Rapid change takes place physically, emotionally and socially. The entire set of behaviors changes. With confused self-awareness come religious doubts, change in beliefs and values. Interest in the opposite sex also becomes a sign of "maturity."

Twelve to fourteen is an "anxious age" in which the youth's horizons begin to broaden. Because he shows more intensified interest in his external environment, intellectual growth can be enhanced by providing experience with the properties of that environment. Symbols are used effectively at this age and this skill ought to be utilized in teaching subject matter.

There are many formative years between eleven and twenty characterized by both complex and significant intellectual changes. Thought becomes less bound to concrete experiences and is exercised in abstract reasoning; judgments involving possibilities; and use of hypotheses. The main features of intellectual growth during this time is the growth from descriptive to explanatory thought, from particularistic and inductive modes of thought to imagined possibilities, hypotheses and propositions. This capacity for abstract thought leads to concern with national and international problems as well as the meaning and basic values of human existence. Adolescent idealism accounts for questioning and dissatisfaction with the world which adults have created. To serve the needs of high school adolescents the curriculum must concern itself with social adjustment, personality growth, development of moral attitudes, vocational choice, physical development as well as mastery of academic subjects.

Skills differ according to subject, hence, flexibility and adaptation are necessary. For example, math and science require less rapid reading than English because of their special vocabulary. It has been found that slow students read all kinds of materials the same way. Therefore, a provision should be made in the curriculum for practice in adapting reading skills to different types of content--a prerequisite for efficient learning in all areas.

Children come to school receptive for learning. According to Glasser, if boys and girls experience failure between 5-10 years, by 10 their self-confidence is shattered, motivation destroyed, and they identify with failure. They abandon the pathway of love and self-worth, and tend toward withdrawal. Here is a fertile field for development of materials on the interest level of children and adolescents, materials which may motivate them and help them maintain or increase whatever level of competence they have attained at any given level of development.

At all levels memory needs reinforcement. Some learners are weak in recall and practice is prescribed. Materials may be so structured that children learn, perhaps in small bits, with immediate reward. Listening skills may need exercise. Shaping can be accomplished through a variety of means and a combination of approaches.

Important also, on all levels, is attention to perception which relates to past experience, cognition, or the learning style relationship. The teacher's teaching style becomes the learner's learning style. Affection or self-concept, the way the child feels about himself and learning, is not without significance. Curriculum planning in the light of and in harmony with a cognitive developmental framework generally leads to efficient learning programs.

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EVALUATION

Diocesan Testing Program

Tests administered:

Grade 1	Harrison-Strand Reading Readiness Profiles	(early Sept.)
Grade 2	Strand-Hieronymus Primary Reading Profiles	(early Sept.)
Grades 3,4,5,6,7,8	Iowa Tests of Basic Skills	(Oct. - Nov.)
Grade 1	Lorge Thorndike Cognitive Test Abilities	(December)
Grades 3,5,8	Lorge Thorndike Intelligence Tests	(Oct. - Nov.)

These tests are administered early in the school year (except the Lorge Thorndike Cognitive Abilities test in December) so that administrators and teachers may study strengths and weaknesses and improve skills on the individual, class and building levels.

Auxiliary materials include Profile Charts for Averages, Pupil Profile Charts, How are Your Skills leaflets with percentile profiles for student and parent information and conferences, manuals for Administrators, Counselors, and Teachers.

Scoring services include printouts for each teacher, for principal, for diocesan office, presscore labels for all students, item analysis. Item Performance Norms Booklets provide the national percent correct for each item for each grade and list the specific skill measured by each item.

In the past three years the in-service program has included workshops and meetings for Diocesan Staff Consultants, Principals, Building Test Coordinators, Teachers, and Parents.

Other Aspects of Evaluation

While the Diocesan Testing Program is considered as an important phase of evaluation, it is necessary to consider many other factors. Evaluation can be accomplished only through an approach that takes into account many aspects of the pupil's life.

Objective test scores reflect only one measure of evaluation of the learning process. This aspect can be interpreted only in relation to the total picture which includes the pupil's scholastic record, his socio-economic background, his developmental history, his classroom behavior, his past performance on similar standardized tests, teachers' reports and observations.

STATEMENT ON GUIDANCE

The guidance programs in our schools consist of small group assistance to children and class guidance activities. Much of this is accomplished through the formal guidance programs established in the school. This provides an opportunity for the children to discuss in a class setting, topics relevant to their personal, social, educational and vocational growth.

Teachers and principals have available to them a team of guidance counselors from the central office who provide direct assistance to children, teachers and other staff members and parents. This service is available to any school. This team helps with the identification of children with special needs and makes available information on both school and community resources and referral agencies. The team also works on a consultant basis to principals, teachers and parents.

Testing and other forms of pupil appraisal are available through the school psychologist and/or the Director of Testing at the Central Office.

THE KINDERGARTEN PROGRAM

Education of very young children is at the present time one of the most vital issues in the educational world. Current emphasis upon early childhood education is a logical response to some urgent problems afflicting our society today. The disastrous effects on the personalities of young children living in depressed areas, the unemployed and unemployable dropouts from our schools, and the challenge to many of our traditional democratic values have all had a part in compelling educators to re-examine our whole educational system. Research indicates that the early years are the most crucial for learning and that the environment of these years permanently affects the child's total development and personality. It has become increasingly clear that any effective educational program must begin with the very young child.

Specialists in the field of early childhood and kindergarten education are striving to design programs that will answer the questions being raised by impatient parents, concerned citizens, and the exponents of various educational theories. Constructive programs in kindergarten education are attempting to utilize the best ideas emerging from on-going research while retaining the valid elements of the historical development of the kindergarten

Philosophy and Goals

A balanced kindergarten program must be a synthesis of all that is best in curriculum design for it is within the kindergarten setting that the child must develop as a person and where all of the interests that will make life rich and abundant must be cherished and developed. Providing the child with many opportunities to interact with his social and natural environment builds a foundation for later learning and also creates a favorable attitude toward learning, which in itself, contributes to his future success The whole process of educating the kindergarten child must be conceived not as a series of individual pieces but as a whole having its impact upon a total human being.

An effective kindergarten program offers opportunities for the child to mesh what he has already learned with his new school learning. Such a program contributes toward the fulfillment of the goals and objectives of the elementary school but does not "take over" the first grade program. While cognitive, affective, and psycho-motor growth are all part of the life of the five-year old, care must be taken not to over-emphasize mastery of subject matter nor to forget the personal-social growth of the individual and its impact upon his own feelings about himself. Carefully planned activities that call for thinking, problem-solving, socializing with others, and making individual decisions are more beneficial than rigidly planned or pre-packaged curricula, workbook exercises, etc. A suggestion of what kindergarten ought to be is here stated in the words of Mildred R. Sabath:

> "In the kindergarten which is a world designed for children to grow and learn as children, and where play is the function which provides the opportunities to learn and to practice learnings, teachers and parents arrange the environment to elicit the widest interactions between children and the materials and people of their surroundings."[1]

The broad goals set for kindergarten education must take into consideration the unique learning styles of children, their varying conceptual levels, and the need for affective as well as cognitive development. A program based on such goals will enable the child to:

- Have opportunities for learning the basic skills of language and computation
- Participate in experiences that develop increasingly acute perception
- Have many opportunities for development in the expressive arts
- Have opportunities to develop socially and adjust to group living
- Build a positive self-concept by experiencing success and encouragement
- Develop the ability to handle his body and his emotions with greater skill
- Participate in activities which build greater responsibility in caring for himself and his belongings
- Have many opportunities to participate in socio-dramatic play
- Grow in the ability to make choices

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[1] Mildred R. Sabath, Children, Parents and Teachers, Toward Better Kindergartens, Association for Childhood Education International, (Washington, D.C., 1965) p. 31.

ORGANIZING THE KINDERGARTEN

Schedule

A good kindergarten program must be carefully planned and well organized, must be adapted to the needs of the children of the particular community, flexible enough to allow for the child's enthusiasm in a particular activity, but must also include some routine procedures since these give the small child a sense of security. At the beginning of the year a skeleton framework may well be used until the teacher comes to know the nature of her class, their general interest span, and their capabilities.

Centers of Interest

Worthwhile centers of interest or units of work are those which spring from the child's experiences and lead into other related fields of activity and interest. No two classes will have the same background of experience or interests and the teacher will need to explore the possibilities of each class. The child's need to grow mentally, physically, and socially must also help to determine the selection of the area of interest to be worked on.

Some suggested areas of interest are:

- home life
- animals, pets, zoo animals
- the community
- the circus
- the store
- Christmas
- winter
- Spring
- holidays--Halloween, Thanksgiving, Valentine's Day
- an interesting current event

In developing units of work with her class in any of the various areas, the teacher will select from the scope and sequence charts in Part II those elements that are best adapted to the needs of her particular group of children.

Consult Ohio Minimum Standards for lists of equipment and facilities.

Length of Session

No definite recommendation can be made upon the length of the session because local conditions will affect this decision. Two and one-half to three hours seems to be the average period. Where the kindergarten is a full day session, a play period is recommended for both morning and afternoon as well as a rest period after lunch.

First Day

Using a staggered entrance, scheduling one-third of the total group to come to school on each of the first three days helps to assure a good school beginning. The teacher is able, thus, to see each child as an individual and help him to orient himself to the life of the kindergarten classroom.

THE KINDERGARTEN CHILD

SOCIAL CHARACTERISTICS

Needs broader and more challenging environment than home can offer

Needs attention and approval

Needs group assistance

Needs adult direction in learning to share materials and in taking turns

Is self-centered, usually friendly, sympathetic, co-operative

Is eager to assume some definite responsibility

Enjoys talking

Tries out ways of approaching others

Likes to be with other children but plays better in small groups than in large ones

Learns to change his behavior in order not to hurt feelings of others

GOALS: To provide experiences in democratic living that will help the child to:

Learn from group

Learn to share and to take turns

Respect the rights of others, their belongings, etc.

Have opportunities to do something for himself

Grow in ability to solve his own problems

Learn that people are alike as well as different

Work with others in small group task

Practice politeness and thoughtfulness

Develop a sense of orderliness

EMOTIONAL CHARACTERISTICS

Needs to live in a reasonably predictable classroom with an understanding and accepting teacher

Needs a sense of belonging

Responds to praise and affection

Needs encouragement and consistent guidance

Is likely to grow angry
Grows in feeling of security from routine
Needs freedom to make choices

Wants fairness and definite standards in classroom discipline

GOALS: To provide classroom climate that will help child to:

Develop a positive self-image

Learn to live away from home and family

Learn to accept authority and direction

Have opportunities to imaginatively express himself (art, music, language, physical education)

Have opportunities to talk about himself and his experiences

Discover and use simple social patterns
Have opportunities to experience joy and relaxation
Develop a sense of humor
Have freedom to express his honest feelings in ways not hurtful to himself or others

PHYSICAL CHARACTERISTICS

- Has attained about 38 percent of his mature development
- Is active but fatigues rather easily
- Has fairly good muscular control and coordination, but small muscle control is less well developed
- Usually has definite hand, eye, and foot dominance
- Has incomplete eye-hand coordination
- Eye maturation is greatly dependent on individual growth pattern
- Motor maturity is more rapid among girls than boys
- Is relatively independent in dressing and undressing, washing hands, face
- Is learning to tie bows, manipulate boots, etc.
- Is susceptible to communicable children's diseases

GOALS - To provide physical environment that will enable child to -

- Learn to care for his body and to become aware of value of good health
- Develop muscular control, coordination and grace in a variety of ways
- Have an opportunity for carefully alternated periods of quiet and activity
- Experience frequent change of activities
- Experience joy in physical activities
- Develop a sense of rhythm
- Build habits of safety in classroom and at play
- Find acceptable outlets for tension and emotions

COGNITIVE CHARACTERISTICS

- Is learning rapidly but has short attention span. Not ready for abstract learning (formal)
- Is curious, interested in his world
- Learns through many activities: observing, examining, investigating, questioning, imitating, impersonating doing, exploring
- Learns relationships through dramatic play, music and art activities
- Likes to draw objects and explain them
- Demonstrates increasing skill in thinking things through
- Can follow simple directions
- Can solve simple problems
- Enjoys stories, books
- Sometimes confuses the real with the imaginary
- Has a vocabulary of about 2000 words
  - Is experimenting with words, making new words by adding endings, etc.
- Can usually go beyond mere enumeration of objects when describing a picture
- Lives chiefly in the here and now
- Is imaginative in work and play

GOALS: To provide opportunities and experiences that will assist child to:

- Grow in his perception of the world around him through many avenues
- Participate in many oral language activities
- Express himself in dramatic play, art, music, etc.
- Acquire knowledge and skills through experiences adapted to his individual rate of growth
- Develop listening skills for various purposes
- Enjoy listening to stories, poems, etc.
- Grow in perceptual discrimination, reasoning, memory
- Have time to think and produce
- Grow in the ability to plan and evaluate

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A B C BOOKS

A B C, by John Burningham
A B C BUNNY, by Wanda Gag
A B C, by Bruno Munari
A B C, by Brian Wildsmith

PICTURE STORY BOOKS

LITTLE TIM AND THE BRAVE SEA CAPTAIN, by Edward Ardizzone
THREE BILLY GOATS GRUFF, by Peter Asbornsen
JENNY'S BIRTHDAY BOOK, by Esther Averilli
ANIMALS SHOULD DEFINITELY NOT WEAR CLOTHING, by Judi Barrett
WHO BUILT THE BRIDGE? by Norman Bate
MADELINE, by Ludwig Bemelmans
GEORGIE, by Robert Bright
GOLDEN GOOSE BOOK, by L. Leslie Brooke
JOHNNY'S CROW GARDEN, by L. Leslie Brooke
ONCE A MOUSE, by Marcia Brown
STORY OF BABAR, by Jean de Brunhoff
LITTLE HOUSE, by Virginia Lee Burton
MIKE MULLIGAN AND HIS STEAM SHOVEL, by Virginia Lee Burton
THE POLLY CAMERON PICTURE BOOK, by Polly Cameron
ANDY AND THE LION, by James Daugherty
MAY I BRING A FRIEND? by Beatrice de Regniers
MARILKA, by Janina Domanska
THE TURNIP, by Janina Domanska
PETUNIA, I LOVE YOU, by Roger Duvoisin
NIGHT'S NICE, by Barbara and Ed Emberley
PLAY WITH ME, by Marie Hall Ets
HAPPY LION, by Louise Fatio
THE BIG YELLOW BALLOON, by Edward Fenton
PRAYER FOR A CHILD, by Rachel Field
ASK MR. BEAR, by Marjorie Flack
CORDUROY, by Don Freeman
JOURNEY TO THE MOON, by Erich Fuchs
MILLIONS OF CATS, by Wanda Gag
HENNY PENNY, illus. by Paul Galdone
THE ADVENTURES OF PADDY PORK, by John S. Goodall
BE NICE TO SPIDERS, by Margaret B. Graham
LITTLE TOOT, by Hardy Gramatky
SHOEMAKER AND THE ELVES, by Brothers Grimm
A BARGAIN FOR FRANCES, by Russell Hoban
BREAD AND JAM FOR FRANCES, by Russell Hoban
SHAPES AND THINGS, by Tana Hoban

CLOCKS AND MORE CLOCKS, by Pat Hutchins
ROSIE'S WALK, by Pat Hutchins
THE SURPRISE PARTY, by Pat Hutchins
GOGGLES! by Ezra Jack Keats
HI, CAT! by Ezra Jack Keats
SNOWY DAY, by Ezra Jack Keats
THE HARE AND THE TORTOISE, by Jean de la Fontaine
LITTLE AUTO, by Lois Lenski
BIGGEST HOUSE IN THE WORLD, by Leo Lionni
INCH BY INCH, by Leo Lionni
TOMTEN AND THE FOX, by Astrid Lindgren
FINDERS KEEPERS, by William Lipkind
MINE! by Mercer and Marianna Mayer
BLUEBERRIES FOR SAL, by Robert McCloskey
MAKE WAY FOR DUCKLINGS, by Robert McCloskey
LITTLE BEAR, by Else Minarik
THE WAY OF THE ANT, by Kazue Mizumura
KATY NO-POCKET, by Emmy Payne
THE WUMP WORLD, by Bill Peet
BOX WITH RED WHEELS, by Maud and Miska Petersham
HAPPY OWLS, by Celestino Piatti
LITTLE ENGINE THAT COULD, by Watty Piper (retold)
PETER RABBIT, by Beatrix Potter
COLORS, by John J. Reiss
CURIOUS GEORGE, by Hans A. Rey
OLLY'S POLLIWOGS, by Anne and Harlow Rockwell
EXTRAORDINARY TUG-OF-WAR, retold by Letta Schatz
TELL ME A MITZI, by Lore Segal
WHERE THE WILD THINGS ARE, by Maurice Sendak
AND TO THINK THAT I SAW IT ON MULBERRY STREET, by Dr. Seuss
CAPS FOR SALE, by Esphyr Slobodkina
STORY OF THE THREE BEARS, illus. by William Stobbs
THE THREE LITTLE PIGS, illus. by Paul Galdone
THE BEAVER POND, by Alvin Tresselt
THE MITTEN, by Alvin Tresselt
CAMEL WHO TOOK A WALK, by Jack Tworkov
A FIREFLY NAMED TORCHY, by Bernard Weber
LYLE, LYLE, CROCODILE, by Bernard Waber
THE PRINCE WHO WAS A FISH, by Jan Wahl
BRIAN WILDSMITH'S CIRCUS, by Brian Wildsmith
UMBRELLA, by Taro Yashima
ROSACHOK, by Boris Zakhoder
HARRY THE DIRTY DOG, by Gene Zion

RHYMES, POETRY, SONGS, AND STORY COLLECTIONS

SUNG UNDER THE SILVER UMBRELLA, sel. by the Association for Childhood Education International
TOLD UNDER THE GREEN UMBRELLA, sel. by the Association for Childhood Education International
I WENT TO THE ANIMAL FAIR, ed. by William Cole
COCK ROBIN, illus. by Barbara Cooney
PRANCING PONY, by Charlotte B. DeForest
THE FOX WENT OUT ON A CHILLY NIGHT, illus. by Peter Spier
VERY YOUNG VERSES, ed. by Barbara P. Gesimer and A. B. Suter

CHIMNEY CORNER STORIES, retold by Veronica Hutchinson
SMALL RAIN: VERSES FROM THE BIBLE, by Jessie M. and Elizabeth O. Jones
LULLABIES FROM AROUND THE WORLD, ed. by Lynne Knudsen
OVER IN THE MEADOW, by John Langstaff; illus. by Rojankovsky
FROG WENT A-COURTIN', retold by John Langstaff; illus. by Rojankovsky
PIPER, PIPE THAT SONG AGAIN! comp. by Nancy Larrick
LONDON BRIDGE IS FALLING DOWN! illus. by Peter Spier
EVERY TIME I CLIMB A TREE, by David McCord; illus. by Marc Simont
ALL AROUND THE TOWN, by Phyllis Mc Ginley
WHEN WE WERE VERY YOUNG, by A. A. Milne
I FEEL THE SAME WAY, by Lillian Moore; illus. by Robert Quakenbush
MOTHER GOOSE BOOKS
   BRIAN WILDSMITH'S MOTHER GOOSE
   MOTHER GOOSE AND NURSERY RHYMES, illus. by Philip Reed
   REAL MOTHER GOOSE, illus. by Blanche Fisher Wright
   RING O'ROSES, illus. by L. Leslie Brooks
ALWAYS ROOM FOR ONE MORE, by Sorche Nic Leodhas
HAILSTONES AND HALIBUT BONES, by Mary O'Neill
CHILD'S GARDEN OF VERSES, by Robert Louis Stevenson
BLESS THIS DAY, by Elfrida Vipont
LULLABIES AND NIGHT SONGS, by Alec Wilder and Maurice Sendak

AUDIO-VISUAL MATERIALS

See list in Literature Section, scope and sequence in reading for the primary grades.

EVALUATION

THE TEACHER EVALUATES HERSELF

Am I creating the kind of classroom environment that provides many and varied learning experiences for the child?

Am I structuring the environment differently at various times so as to stimulate new interests in the children?

Do I gather information so as to evaluate the individual development of each child? (spiritual, cognitive, physical, social, emotional)

Am I planning into the program many opportunities for children to make free choices?

Do I try to establish contact with the families of the children?

Do I give attention to each child as an unique individual while keeping in mind the needs of the group?

Am I a person who listens to children?

Am I a person who can adapt readily when an unexpected classroom situation develops?

Do I try to help each child to grow in proper self-esteem?

Am I helping each child feel glad to come to school?

THE TEACHER EVALUATES THE PROGRAM

Is the program free of excessive mechanical tasks and rigidly pre-planned exercises that have insignificant learning goals?

Is the program flexible to take advantage of special class interests?
Is it overly stimulating? Are the children too tired at the end of the day?

Does the program provide experiences for the spiritual growth of the child?

Does the program provide for socio-dramatic play, especially for those children with meager background experiences? Is there an indoor and outdoor play period?

Does the program provide many opportunities for oral language development and basic number concepts?

Is the reading readiness program a balanced one? Are those children who are ready for reading provided for without forcing all children into beginning reading?

Are many and varied opportunities provided for experiences in music? Art?

Does the program help the child to become increasingly self-directing?

Does the program lead the child to like learning?

THE TEACHER EVALUATES THE CHILD

The kindergarten teacher's aim is to know and evaluate each child as an individual. She will do this in many ways--by informal conversation, by observation of the child while he is engaged in some task either alone or with others, and sometimes by conferring with the parents about particular aspects of the child's development.

Anecdotal records, questionnaires and concise check-lists of items of interest to the teacher may also be used. Some teachers send home to the parents a checklist to secure additional information about the pupil.

A notebook with a page for each child can be made to serve the teacher as a combination anecdotal record and checklist to help the teacher be aware of the child's direction of growth. An illustration follows.

JOHN GREEN	Weeks - September 13	September 20	September 27
Physical Coordination		Learning to skip	
Creativity			
Social Development	Shared crayons for first time	Entered into group discussion	
Reading Readiness Skills		Enjoyed story Interested in pictures	
Self-concept			
Making Choices	Unwilling to choose play activity		
Number Concepts			
Skill in Computation			
Problem-Solving			
Independence	Completely dependent on teacher		

GUIDELINES
for
SOCIAL SCIENCES
K-12

Diocese of Cleveland
1971

USE OF THESE GUIDELINES

These guidelines are part of a total curricular program K-12 developed for use in the elementary and secondary schools of the Diocese of Cleveland. Quoting from the Superintendent's foreword to the total program:

> "The staff at the diocesan office as well as the administrators and teachers who participated in the development of the K-12 curricular system envision its use in at least three ways:
>
> 1. It can serve as a BASIS for developing SPECIFIC SYLLABI or courses of study ADAPTED to the NEEDS of the students in the various geographical areas of the diocese. Such courses of study, we believe, can best be developed under the guidance of diocesan area and subject-matter consultants by individual schools or clusters of schools with similar needs.
>
> 2. Through careful study and use of the materials provided, individual teachers will be more aware of the anticipated student-performance on their respective grade level. Yet, because the schools have been furnished with scope and sequence charts for the total K-12 curriculum, any individual teacher can also see what are the anticipated outcomes of lower and higher levels. Thus the individual teacher can better assess the needs of her own students.
>
> 3. Decisions regarding pilot programs as well as the adoption of textbooks will be based on how well the proposed innovation or curricular materials accomplish the student-performance objectives spelled out in each subject area."

To the Administrators-
CURRICULAR PROGRAM K-12
PART I, p. 1

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Board of Catholic Education
Diocese of Cleveland

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ACKNOWLEDGMENTS

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A FORWARD LOOK

S tudy
O f the SOCIAL SCIENCES through the
C onceptual Approach
I ntegrating
A ll the disciplines should
L ead to better teaching and better living.

S killful teachers adapt the proffered
C urriculum to the
I ndividual needs of their classes and students.
E nthusiasm on the part of the teachers will
N ever be lacking as they
C onstantly update their use of books, multi-media, and other resources in the
E ducative process, drawing forth from their
S acred trust - the future citizens of earth and heaven -
the desire to learn from the past to live
more fully in the present.

SOCIAL SCIENCE EVALUATION FORM

SCHOOL________________________ CITY________________________ GRADE LEVEL________

NAME OF TEACHER________________________________ YEARS OF EXPERIENCE________

TEXT(s) USED:____

HOW DOES ONE KNOW WHETHER HE HAS TAUGHT ANYONE ANYTHING? There are many aspects of learning which cannot be tested but which can be evaluated. Evaluation is not to be confused with measurement of facts or content. The purpose of this evaluation form is to find out how effectively a teacher has been able to use these GUIDELINES in his conceptual teaching of the social sciences.

PHILOSOPHY AND OBJECTIVES	YES	NO	COMMENTS
1. Does the philosophy contain the essential goals of the Social Science program?	___	___	
2. Are objectives clearly stated?	___	___	
3. What revisions would you suggest?	___	___	

UNDERSTANDINGS AND CONCEPTS	YES	NO	COMMENTS
1. Are the understandings/concepts clearly stated?	___	___	
2. Are they appropriate for the grade level? EXPLAIN.	___	___	
3. Do they build on the knowledge previously acquired by students?	___	___	
4. Were any major understandings omitted? Which ones?	___	___	

ATTITUDES AND VALUES	YES	NO	COMMENTS
1. Do the attitudes and values flow from the concepts and skills presented?	___	___	
2. Has the program helped students to exhibit an understanding and acceptance of each other?	___	___	
3. Is there evidence of their appreciation of their country and duties as citizens?	___	___	
4. Are there any attitudes or values which you think should have been included? Explain.	___	___	

SKILLS	YES	NO	COMMENTS
1. Were the basic skills appropriate for the grade level?	___	___	
2. Were any essential skills omitted which you think should have been included? Explain.	___	___	
3. Were the students able to perform with some degree of adequacy the skills presented?	___	___	
4. Did the skills build on those skills developed at the previous grade level? Explain.	___	___	

ACTIVITIES	COMMENTS
1. Please list by discipline and number any of the suggested activities which you used. (e.g., Geography #1)	
2. Suggest activities which you think should be included.	
3. Should any of the activities be omitted? Which ones?	

SUPPLEMENTARY BOOKS AND RESOURCES	YES	NO	COMMENTS
1. Did you use any of the suggested references? Which ones?	___	___	
2. Are there resources which should be added to the list? Which ones?	___	___	
3. Should any of the references be deleted? Which ones?	___	___	

CONTENT

1. What content from the text did you find most appropriate for using the conceptual approach? A brief list of countries, land forms, areas, etc., would be of value.

EVALUATE the interdisciplinary approach. (Geography, history, economics, etc.)

A PHILOSOPHY FOR SOCIAL SCIENCE EDUCATION

Social science education is essential to an individual's fulfillment. Man seeks this fulfillment through involvement with his fellow man in a variety of cultural, social, and physical environments. In these settings he finds himself committed to the recognition of the worth of each person as a free, rational and responsible individual who participates actively and constructively in a free society. Ultimately he seeks the unification of all mankind under God.

Social science education deals basically with developing social, civic, and cultural literacy and competency. The instability, conflict and world-wide discontent of the twentieth century make it imperative that through the social sciences, students develop an understanding of themselves and their fellow beings. Patterns of behavior, attitudes, and values on which one's social, political, and religious orientation are built are established early in life and are never-ending. The role of the SOCIAL SCIENCES is an essential factor in the humanizing of the student. Unless mankind learns the lesson of human relationships, there is likely to be no world at all.

The ultimate goal of social science education is the formation of articulate, socially-conscious citizens who will work for the maturation and perfection of the total world community. In a Catholic atmosphere this can be actualized through man's intense personal love for the Creator and his works and the ordering of the whole of human culture to the news of salvation.

SOCIAL SCIENCE OBJECTIVES

Based on the essence of Christian education as expressed in the philosophy the student should develop:

1. An appreciation of contributions of various communities regardless of their cultural, social and ethnic diversity.

2. An awareness and appreciation of his importance in and his contribution to his family, the American community, and the world community.

3. A sense of personal involvement in and sensitivity to the needs of all mankind.

4. An awareness of ethnocentric bias and ways to overcome such bias.

5. Critical and constructive thinking processes.

6. The ability to recognize, tolerate and adapt to social change.

7. Value concepts which are consistent with Christian philosophy.

8. Those basic skills that are most applicable to the disciplines of the social sciences.

9. An understanding of those concepts stated in the scope and sequence for each grade level.

THE RATIONALE FOR SOCIAL SCIENCE SCOPE AND SEQUENCE CHART

The socializing and humanizing role of the social science is of utmost importance for Christian students living in an age characterized by communication satellites, supersonic air travel, nuclear energy, and people problems. For too long the teaching of the social sciences has emphasized content, facts, and events. Unless these isolated entities are related in some logical fashion to a generalization or concept, little learning of permanent value takes place.

The scope and sequence chart which follows is concerned with basic understandings that should be introduced according to the ability of the student at each grade level. These concepts are reinforced and deepened as the student acquires in-depth knowledge of his role in society as well as the role of his fellow human beings.

To develop these understandings, inquiry, work skills and activities are employed. It is not to be construed that once a concept or skill has been introduced it is thereby acquired. The development of a concept is an on-going process. As reinforcement of this learning process, the student brings his own environmental and cultural background which is essential to his grasp of the total content.

The acquisition of a concept is not an end in itself. Personal attitudes, values, and behavior must of necessity be affected by the knowledge which has been acquired. This SOCIAL SCIENCE SCOPE AND SEQUENCE CHART has been developed with this end in view.

SOCIAL SCIENCE CONTENT CHART K-12

PRIMARY	KINDERGARTEN:	The Earth-Home of People
	GRADE ONE:	The Family and Its Needs
	GRADE TWO:	The Community - Urban and Rural
	GRADE THREE:	The Earth and How the People Use It
INTERMEDIATE	GRADE FOUR:	Regional Studies
	GRADE FIVE:	Man's Adventures in Time and Space
	GRADE SIX:	Western and Non-Western Culture -- A Study in Human Interaction
JUNIOR HIGH	GRADE SEVEN:	Latin America (one semester) Ohio History and Government (one semester)
	GRADE EIGHT:	American History and Civics
SENIOR HIGH	GRADE NINE:	Global History - required
	GRADE ELEVEN:	American History - required
	GRADE TWELVE:	Government - required
	ELECTIVES:	Anthropology Economics Sociology Foreign Affairs (in preparation) Minority Studies (in preparation) Urban Studies (in preparation) Comparative Governments (in preparation)

SOCIAL SCIENCE SCOPE AND SEQUENCE
KINDERGARTEN

INTRODUCTION

The value of the curriculum lies in its effectively meeting the needs of each child under the able direction of an enthusiastic teacher. It is a natural process for man to think conceptually. The interdisciplinary approach in the social science program will enable teachers to guide students in the discovery of important concepts to meet their needs in this rapidly expanding and changing world.

The "covering" of as much factual material as possible, in a definite chronology, through the use of a single text of hundreds of pages, has been traditional. In contrast to this the conceptual approach recognizes that understandings, skills, attitudes, and values are all interlocking aspects of the total learning experience.

In the conceptual approach teachers, after presenting the introductory material, may select from the chosen text - continents, regions, countries, periods of time, etc., for teaching the concepts and reinforcing their application at the various grade levels. Through the use of multiple texts, various resources, a diversity of activities, and multi-media the student should be stimulated and "caught up" in the joys of learning.

Manuals are rich in suggestions for teaching. Teacher references, supplementary student books, other printed materials, and audio-visual aids are among the wealth of resources included in most manuals. Because of the constant updating of these materials teachers are advised to contact the various distributors for revised lists of their publications.

The daily newspaper is an invaluable source of information for both teacher and student. Every community has resources available such as: museums, libraries, points of historical, geographical, and cultural interests. These should be utilized.

KINDERGARTEN

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	People live in groups called families. Families adapt their ways of living to their natural environment. Natural resources have value only as man learns how to use them. Millions of people live on the earth.	The student should: 1. identify family groups from pictures. 2. tell how families obtain their food, clothing, and shelter. 3. recognize simple natural resources. 4. identify land masses and oceans on maps and globes.
HISTORY	Community leaders - heroes - are honored by the society in which they live. Through exploration and discovery, people have learned about the world. What people think and do today is influenced by the past. Society is always changing.	The student should: 1. identify heroes of the past and present. 2. find pictures to illustrate how society is changing. 3. identify simple artifacts from ancient civilizations.
PSYCHOLOGY PHILOSOPHY	The child in school, in the family, and in other lands has similar basic needs. Behavior is based on values accepted in a society. The child should realize his role as a member of the family and other groups.	The student should: 1. show awareness of his role as a member of a society. 2. tolerate differences in race and beliefs. 3. perceive the difference between acceptable and unacceptable behavior. 4. recognize similarities and differences in people.

KINDERGARTEN

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. demonstrate his ability to make choices by comparing different environments. 2. exhibit curiosity about people near and far away.	Direct the students to cut out or draw pictures of plants, animals, and other natural resources. The student explains his pictures to the class telling how his family uses these for food, clothing, or shelter. Have a "dress-up" day when the students dress in costumes of different countries. Each can explain why he wears this apparel.
The student should: 1. show his acceptance of each person in the class.	Direct the student to make an 18 by 24 class picture book of: OUR TOWN THEN AND NOW. Put the pages on display in chronological order for the rest of the class. Plan to explore the school, the school yard or some spot in the neighborhood and make a picture notebook of discoveries.
The student should: 1. appreciate other people as he sees the unity and diversity of all men. 2. perceive that although individuals look similar they are unique.	Collect and cut out pictures of people of different races. Make a paper-roll filmstrip which shows some needs and/or activities common to all men.

KINDERGARTEN

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	Each society has its own way of living in families. Traditions and customs are part of every society. Families help one another in community. Parents are responsible for the education of their children.	The student should: 1. compare ways of living in different societies. 2. share in simple holiday celebrations. 3. recall that all peoples have different arts, skills, and talents. 4. name several different languages.
ECONOMICS	The family is the basic economic unit of the society. In society there is division of labor. Money is used in payment for work. New discoveries can create new kinds of work. Most people are economically independent.	The student should: 1. identify the basic needs of families. 2. show how families depend on each other. 3. define the work role of each member of the family. 4. state the difference between goods and services.
POLITICAL SCIENCE	Every society has its own standards of behavior. Citizens in a democracy elect their leaders. Services are provided through the collection of taxes. Good laws are obeyed voluntarily. Loyalty begins at home.	The student should: 1. give examples of acceptable behavior. 2. state one purpose for rules. 3. list several uses of taxes for services. 4. identify ways to show loyalty to home, school and country.

KINDERGARTEN

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. appreciate various environments. 2. cooperate with classmates in planning projects. 3. become aware of the utility of dress. 4. state reasons for wanting to live in a certain environment.	Learn to say "hello" and "good-bye" in three different languages. When possible use the languages spoken in the homes of children in the classroom. Collect pictures or dolls of children from foreign countries, Alaska, and/or Hawaii which show how climate or environment influence dress.
The student should: 1. show by role playing how the members of a family depend on one another. 2. be sensitive to services rendered to him.	Set up a play store in a corner of your classroom. Children can supply you with empty packages and cans. A suggestion is to place a small surprise in each container. The children can earn play money for purchases by doing various things in the classroom. Draw or paint pictures of some of the things their families need.
The student should: 1. show willingness to obey the rules of family, school groups, and community. 2. enumerate the community helpers whose work makes the city safer and healthier.	Children participate in games in which they take turns being the leader. A safety patrol member visits the classroom to explain his duties. Pupils may then go outside to cross the street with the assistance of the patrol member. Later set up a school patrol situation in the classroom.

KINDERGARTEN   APPROVED BASIC TEXTS   (Three-fold Adoption) 1969

Allyn and Bacon Inc., Learning About the World (Teachers Guide and Picture Kit only).
Children in Other Lands (Pupil Text, Teachers Guide and Picture Kit). Social Science Staff of Educational Research Council of America, 1970.

Silver Burdett Co., Families Around the World and Holidays and Special Occasions, (Picture Packets and Teacher Manuals only), Anderson, 1966, 1970.

(For additional aids refer to Resources in Teachers' Manuals).

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Harcourt, Brace and World, The Social Science Concepts and Values - Beginning Level, Brandwein, 1970.
Holt, Rinehart and Winston, William, Andy and Ramon, Buckley, 1966.

FILMSTRIPS

Popular Science Audio-Visuals, Food Comes From Many Places.
Helping Each Other at Home.
Homes Around the World.
Our Geography.
What Our Flag Means to You.
Society for Visual Education, Living With Your Family Series.
Getting to Know Me Series.
Troll Associates, Growing Up to Be a Good Citizen.

MAPS AND GLOBES

Demco Educational Corp., Map Reading Skills, Set 1 - Introduction of Vocabulary, (11 transparencies).
Denoyer Geppert, 20 inch Slated Activity Globe.
Benefic Press, 16 inch Beginner Globe.

MULTI-MEDIA

Benefic Press, You and Your Family, Unit A, B and C.
Field Educational Publications, Inc., Schools, Families, Neighborhoods.
Science Research Associates, Focus On Self Development, Anderson, 1970.
Society for Visual Education, Transportation.

PICTURE PACKETS

Holt, Rinehart and Winston, People in Action, Level A.
Scott, Foresman, Investigation Man's World.
Society for Visual Education, Children Around the World.
Seasons and Holidays.

RECORDS

Education Record Sales, All Aboard.
It Could Be a Wonderful World.
Good Manners Through Music.
Patriotic Songs.
Sing a Song of Home, Neighborhood and Community.

TAPES

Troll Associates, All Aboard! Let's Go!, (10 cassette tapes).

SOCIAL SCIENCE SCOPE AND SEQUENCE

GRADE ONE

INTRODUCTION

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GRADE ONE

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	The kind of shelter suitable for one climate is often not suitable for others. Environment determines to some extent the ways in which families get food. People adapt clothing to materials available and to the climate. Wise use of natural resources is of crucial importance to a nation.	The student should: 1. compare kinds of shelter. 2. examine ways in which peoples obtain food. 3. list types of materials for clothing 4. identify continents and oceans on maps and globes. 5. identify cardinal directions .
HISTORY	One purpose of exploration and colonization is to satisfy man's basic needs. Each community honors its courageous leaders. Cultures change at different rates. The flag is a symbol of our nation's development and growth.	The student should: 1. tell why people want to discover and explore - even space. 2. listen to stories about great heroes. 3. formulate reasons why cultures change. 4. identify characteristics of leaders.
PHILOSOPHY PSYCHOLOGY	Further development of the principle that good behavior is based on sound values. Religion is part of the American culture. Man's courage is contagious. Americans value freedom of choice in the democratic process. Good citizens give evidence of loyalty.	The student should: 1. choose values consistent with a free society. 2. express worship of the Creator through religious beliefs and practices. 3. identify occasions which call for courage.

GRADE ONE

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. find pictures of children who live in different climates. 2. express appreciation for the food and clothes he receives. 3. examine pictures of natural resources. and express appreciation for them.	Direct the students to locate their country on the globe. Let the students make some kind of symbol which will be meaningful to the class to stick on the globe. After developing the location of the continents and oceans and the cardinal directions, play: SPIN THE GLOBE. The teacher spins the globe. The student closes his eyes and touches the globe. He names the continent or ocean on which he landed. He responds to such questions as: What land is north of you? What ocean is west of you?
The student should: 1. demonstrate how he can help others. 2. express appreciation for the cooperation needed for space exploration 3. examine pictures that demonstrate cultural change.	Divide the students into groups. Direct them to draw pictures of their favorite explorer or discoverer. Direct them to show the pictures through a TV screen as they tell the story of what this man did. Each student should tell what he liked about this person and how he can try to be like him. Set up a bulletin board where the students can post pictures of physical and cultural features. Entitle the two areas: WHAT GOD MADE -- WHAT MAN MADE.
The student should: 1. take part in role-playing situations which call for courage .	Collect three symbols or mottos of the United States of America. Collect artifacts and discuss what they reveal about people.

GRADE ONE

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY - SOCIOLOGY	Peoples of all cultures have the same basic needs. Values and traditions are transmitted from generation to generation. A study of the tools of early peoples tells us much about how they lived.	The student should: 1. compare ways in which peoples of various cultures differ. 2. identify and explain patriotic symbols and mottoes. 3. examine simple artifacts and tell what they reveal about the people.
ECONOMICS	Survival depends upon man's ability to produce and acquire food. Machines make it possible to produce vast quantities of goods. Transportation is considered a service industry. Our nation needs many types of workers.	The student should: 1 explain how trade provides a variety of foods for people. 2. gather data about machine-made goods. 3. list as many different kinds of workers as are needed in an industrial nation. 4. identify types of service industries.
POLITICAL SCIENCE	Authority is essential to good order. A good citizen obeys laws voluntarily A democratic society holds elections. Local government provides services through tax money. The salute to the flag is a promise of allegiance to our nation.	The student should: 1. take part in simple classroom elections. 2. identify the president and mayor. 3. list some laws which he must obey. 4. explain why he reverences the flag. 5. explain the use of tax money for services.

GRADE ONE

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. express his appreciation of the improvements in his environment. 2. perceive ways in which values are transmitted. 3. find pleasure in sharing ideas and interacting with other students.	Construct a bulletin board display of various modes of transportation. Have the students describe to the class an occupation in which they are interested and about which they have collected some facts.
The student should: 1. be conscious of how a man provides for his basic needs. 2. be alert to how transportation is vital to the needs of many people.	Gather pictures to make a bulletin board illustrating the many types of workers with whom their family comes in contact each day. Divide the class into two groups, one a agricultural community and the other a metropolitan community. Locate each group at opposite sides of the classroom. Children decide what and how their goods are transferred from one area to another.
The student should: 1. show awareness of.authority at home and in school. 2. acquaint self with the traffic laws. 3. be devoted to the idea of reverence for the flag.	Pupils tell the rule they like best at home and the reason why they think it is a good rule. Conduct a flag raising ceremony which includes a parade and patriotic songs.

GRADE 1

APPROVED BASIC TEXTS

(Three-fold Adoption)
1969

Allyn and Bacon, Inc., Our Country, (Pupil Text, Teachers' Guide, and Picture Kit).
Explorers and Discoverers, (Enrichment Booklets, Teachers' Guide, Sound Filmstrips, Reproducing booklets, Social Science Staff of Educational Research Council of America, 1970.

Silver Burdett Co., Families and Their Needs, Anderson, 1969, (Revised 1972).

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Benefic Press, You Are Here, 1967.
Field Educational Publications, Inc., Working, Playing, Learning, Grossman, 1970.
Follett Educational Corp., Exploring With Friends, McIntyre, 1971.
Harcourt, Brace, Jovanovich, Inc., The Social Sciences, Concepts and Values, (blue), Brandwein, 1970.
Holt, Rinehart and Winston, Five Friends at School, Buckley, 1966.
Macmillan and Co., Here We Are, Zolotow, 1971.
Macmillan and Co., You and Me, Zolotow, 1971.
Prentice-Hall, Inc., People and Their Actions, Presno, 1967.
Scott, Foresman and Co., Family Studies, Hanna, 1970.

MAPS AND GLOBES

Denoyer Geppert, 20 inch Slated Activity Globe.
Denoyer Geppert, Beginners Series - Beginners World.

MULTI-MEDIA KITS

Macmillan Co., The World of Children for use with You and Me, Zolotow, 1971.
Science Research Associates, Our Working World - Families At Work, Senesh, 1965.

TRANSPARENCIES

Harpster Audio-Visual Equipment, Inc., Let's Tour Washington, D.C., Milliken, 1969.

PICTURE PACKETS

Holt, Rinehart and Winston, People in Action, Level B.

RECORDS

Education Record Sales, Sing a Song of Friendship.
SVE, My Family and I.

FILMSTRIPS

Education Record Sales, Families Around the World.
SVE, Living With Your Family Series.

PATRIOTIC SONGS

Stories of Famous Americans

SOCIAL SCIENCE SCOPE AND SEQUENCE
GRADE TWO

INTRODUCTION

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GRADE TWO

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	Symbols on maps and globes stand for real places and things. Communities often locate near river banks. Climate, and soil determine kinds of crops which can be grown. Modes of transportation depend upon resources. Rotation of earth causes day and night. Revolution of the earth causes seasons.	The student should: 1. identify simple map symbols. 2. show skill in identifying directions. 3. identify major land elevations and tell the effect on climate. 4. explain seasons; day and night. 5. list different modes of transportation. 6. locate major cities of the world.
HISTORY	Many large cities developed from small communities. Old buildings tell much about the early history of our country. Improvements in transportation affect the development of a country. Ways of education have changed since early times.	The student should: 1. gather data to formulate an hypothesis about the early history of his city. 2. compare education now and then. 3. contrast modes of transportation in use in different countries of the world.
PHILOSOPHY PSYCHOLOGY	The values of a democratic society are founded on justice, freedom, service, loyalty, equality, and work. There are racial and cultural differences in men. In communities one should promote good human relations.	The student should: 1. examine and discuss ways to get along with his neighbor. 2. identify patriotic virtues on which his country was founded. 3. observe cultural groups to find ways in which they are alike.

GRADE TWO

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. show awareness of the fact that every area is affected by physical, biotic, and societal forces. 2. examine pictures of natural and cultural features.	Using a slate globe and some clay, stick a clay figure of a child on the globe as near as possible to the home town of the student. Using a flashlight or light from the window as DAY, turn the globe from east to west. One student can explain what the child might be doing as the globe rotates on its axis. Further involvement can be achieved if another student is responsible for setting the hands on the clock. Direct the students to make a map of the classroom or of one floor of their home. Direct them to mark the cardinal directions and to create symbols for things used at home or in the classroom. Games involving the use of direction can then be played.
The student should: 1. show awareness of how cities grow and develop. 2. show responsibility for his own education.	Make a set of class dioramas or charts entitled: EDUCATION THEN AND NOW. Gather information from older members of the family, the library, etc. Direct the students to pantomime some form of transportation. Have the other students tell what it is. More detailed work could include answering such questions as: How long have we used this? Who invented it? How is it powered? Have you ever ridden in it?
The student should: 1. give evidence of trying to understand cultural and ethnic bias. 2. show how one's expectations of another's behavior influences perception.	Dramatize a family problem of rule-breaking. The situation should cover the incidents resulting from rule-breaking and the working out of the solution.

GRADE TWO

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	As people come together, communities change in size and characteristics. When people follow different value systems tensions may arise. Methods of education may differ but their basic purpose is the same. There are variable rates of change within a culture.	The student should: 1. analyze different characteristics of his community. 2. show how tensions arise when people have different goals. 3. tell why education is important to a free society.
ECONOMICS	Because of specialization, peoples are interdependent. People pay taxes to finance the services they want. Income limits the amount of goods and services available to a person. Growth of a community depends upon the opportunities for people to work.	The student should: 1. explain how people in a community depend upon one another. 2. specify ways income limits goods/services. 3. gather data to prove that sellers need to make a profit. 4. describe how work effects city growth.
POLITICAL SCIENCE	Every society needs some form of government. Laws, customs, and traditions are the basis for government. Adherence to law and government is essential in a free society. In a free society, the dignity of every person should be recognized. Knowledge of current events is important to good citizenship.	The student should: 1. state reasons for government. 2. take part in a discussion on the reasons why laws are necessary. 3. role-play ways in which to show the dignity of every person. 4. collect information from various news sources.

GRADE TWO

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. state one familiar rule made for his family and tell why it was made. 2. formulate reasons why different people make different family rules.	Direct the students to set up a corner where they can play store. Direct them to bring empty cans and cartons to stock the store. Direct students to buy and sell things they would like to have.
The student should: 1. Be sensitive to the needs of others. 2. perceive the need to pay for services. 3. be willing to share his "goods" with others.	To correlate with art the children can make various types of puppets, (paper bag, sock, cloth, etc.) . Have groups of children present a show illustrating the activities of a businessman in their neighborhood. Dramatize economic activities of an early and/or aboriginal Eskimo community. Children can take the roles of arrow makers, hunters, clothes makers, wood carvers, etc.
The student should: 1. accept responsibility for keeping laws in his community. 2 identify purpose for keeping rules. 3. predict what can happen when rules are not definite.	Draw or collect pictures illustrating some rules pupils have at school, in their neighborhood, and at home.

GRADE 2 APPROVED BASIC TEXTS (Three-fold Adoption) 1969

Allyn and Bacon, Inc., Communities At Home and Abroad, (3 Textbooks, Teachers' Guide). Our Community, The Aborigines of Central Australia, The Eskimo of Northern Alaska.

American Communities. (6 Textbooks, Teachers' Guide). Required: An Historical Community - Williamsburg, A Rural Community - Webster City, Iowa. Study 2 of the other four, Social Science Staff of the Educational Research Council of America, 1970.

Silver Burdett, Co., Communities and Their Needs, Anderson, 1969. (Revised 1972).

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Field Educational Publications, Inc., People, Places, Products, Grossman, 1970.
Follett Educational Corporation, Exploring Our Needs, McIntire, 1971.
Harcourt, Brace, Jovanovich, Inc., The Social Sciences, Concepts and Values (Red), Brandwein, 1970.
Holt, Rinehart, and Winston, Living As Neighbors, Buckley, 1966.
Macmillan Co., One Plus One, Zolotow, 1971.
Prentice-Hall, Inc., People and Their Social Actions, Presno, 1967.
Sadlier, Inc., My Community and Other Communities, McAulay, 1971.
Scott, Foresman, and Co., Local Studies, Hanna, 1970.

MAPS AND GLOBES

American Education Publications, Readiness for Map Skills 2, A Weekly Reader Practice Book, Johnson, 1971.
Denoyer Geppert, 16" Globe for Beginners.
Beginners Series - Beginners World.
Beginners Series - The Fifty United States.
Hammond, Inc., My First World Atlas, 1969.
Scholastic Book Services, Map Skills Project Book I, Lockhart, 1970.

MULTI-MEDIA

Macmillan Co., The World of Communities for use with One Plus One, Zolotow, 1971.
Science Research Associates, Our Working World - Neighbors at Work, Senesh, 1965.

SOCIAL SCIENCE SCOPE AND SEQUENCE
GRADE THREE

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GRADE THREE

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	Natural resources differ from place to place. Industrialization often causes environmental pollution. Conservation of natural resources is essential to the future growth of a nation. Maps are made from drawings and photographs.	The student should: 1. compare sources of natural resources. 2. formulate an hypothesis about the causes of pollution. 3. identify natural and man-made divisions on maps. 4. measure distance on a map. 5. compare aerial photographs and maps.
HISTORY	Civilizations are transmitted to new lands by men and women who travel. Monuments and museums house relics of the past. Our nation's population has changed from one predominantly rural to predominantly urban.	The student should: 1. form a generalization about how cultures are transmitted. 2. locate monuments which tell about the past. 3. indicate reasons for cultural change. 4. list factors in "farm to city" movement.
PHILOSOPHY PSYCHOLOGY	Complexity is found in social affairs because of the diverse characteristics of social groups. Noble values are ideals which a nation strives to achieve.	The student should: 1. recognize and seek ways to blend with those of varying ethnic and religious backgrounds. 2. translate the expressed ideals of his country into meaningful goals.

GRADE THREE

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. be alert to the needs for conservation of resources. 2. develop a plan to control pollution in a community.	Divide the class into groups. Each group will select a natural resource and make a chart illustrating the value of the resource, e.g. WATER - as used for drinking, as ice, as steam, as used for boating, swimming, etc. Have the students investigate ways in which they contribute to pollution at home, at school, etc. Develop a plan to acquaint fellow students with ways they can help to control pollution. Suggestions might include posters, short talks, three sentence commercials, etc.
The student should: 1. identify cultural traits which have been transmitted through their families. 2. find value in interacting with those of other cultures. 3. perceive the reciprocal contribution of urban and rural communities.	Divide the class into two groups - TOWN and COUNTRY. Direct the students to plan ways in which they can illustrate for the class -- chart, story, pantomime, - the contributions each makes to the other. Groups may subdivide for the various means of illustration. Find pictures of monuments and museums located in your city. Plan field trips for small groups to visit these locations. Involve parents or paraprofessionals in planning the trips, accompanying the groups and reporting to the class.
The student should: 1. be aware of religious and ethnic differences and similarities in his classmates. 2. believe in the importance of the ideals of his country.	Have the children invite someone from a different religious or ethnic culture to talk to the class about his cultural background and heritage. Have the students become involved in an activity in which communication is only by gestures for an awareness that people of the same culture have many learned motions which allow them to communicate and interact with one another, but which would have no meaning in another culture.

GRADE THREE

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	Communities generally have residential, industrial and shopping areas. Rapid transportation has spurred the growth of suburbs. Urban development is a continuing process.	The student should: 1. classify the major parts of his community. 2. summarize the effects of rapid transportation on the city and the suburbs. 3. explain why human resources are necessary to a developing nation.
ECONOMICS	Industrialization may cause major problems. Farmers and city dwellers are interdependent. Mechanization brings efficiency, but can cause unemployment. Cities offer diversity of work opportunities.	The student should: 1. identify one or two problems which result from industrialization. 2. contrast work on the farm with that in the city. 3. examine data to verify the relationship between industrialization and the growth of the city.
POLITICAL SCIENCE	Pollution problems must be faced on a regional basis. Long-range planning by city governments is essential to their future growth. Every city has the responsibility to promote good government.	The student should: 1. suggest ways to help solve the problems of pollution. 2. list ways in which he can respond actively as a good citizen. 3. explain the role of the leader of the community.

GRADE THREE

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. be alert to the needs of a nation for human resources as well as monetary and physical resources. 2. perceive that differing values may cause conflicts.	Draw or make a mural of the major parts of the city or town, e.g., the residential; the industrial; the recreational, etc. Discuss the various modes of transportation from your school to the city or to the country. Estimate the difference in time involved with using each mode of transportation.
The student should: 1. be aware of the industries in his city on which he depends for food, clothing, shelter. 2. discuss how he can work with his classmates to make a better city.	Illustrate the diversity of work in a community by asking the children to give a brief report on the work of one of their parents. Discuss the activities of a farmer as compared with the activities of a city dweller. Ask such questions as: "If you were the father of a family who lived on a farm what would be your jobs?" "If you were the mother, etc."
The student should: 1. express appreciation for the work of community leaders. 2. identify consequences resulting from lack of interest in city government.	Pupils bring newspaper clippings concerning a problem in their community. Discuss what the problem is, how it affects them and what is being done to solve it. Pupils role play candidates for public office. They may tell what they would do about city problems if they were elected.

GRADE 3 APPROVED BASIC TEXTS (Three-fold Adoption)
1969

Allyn and Bacon, Inc., Making of Anglo-America, The Metropolitan Community, Social Science Staff of the Educational Research Council of America, 1970.

Silver Burdett, Co., People Use the Earth, Weaver, 1969. (Revised in 1972).

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Field Educational Publications, Inc., Towns and Cities, Bacon, 1970.
Follett Educational Corporation, Exploring World Communities, Follett, 1971.
Harcourt, Brace, Jovanovich, Inc., The Social Sciences, Concepts and Values, Brandwein, 1970.
Holt, Rinehart and Winston, Inc., Our Growing City, Buckley, 1968.
The Macmillan Co., The Third Planet, Viereck, 1971.
Sadlier, Inc., Communities Around the World, Shah, 1971.
Scott, Foresman Co., Metropolitan Studies, Hanna, 1970.

FILMS AND FILMSTRIPS

Because visual aids are constantly being updated, it is advisable to request information from the following distributors.

Cenco Educational Films
Coronet Films
Encyclopedia Britannica
Eye Gate House Inc.
Jim Handy Organization
Life Filmstrips
McGraw-Hill Book Company
National Geographic Society
Society for Visual Education
Warren Schloat

MAPS AND GLOBES

American Education Publications, Map Skills Book Three.
George F. Cram Co., Inc., Learning To Use Maps and Globes.
Follett Educational Corp., Project Wall Maps, Desk Maps.
Hammond, My First World Atlas.
Scholastic, Map Skills Project Book I.

MULTI-MEDIA KITS

Denoyer Geppert, Actionmap, Actionkit.
Ginn and Co., The Changing City.
Macmillan Co., Focus on Active Learning, The Third Planet, Level Three.
Science Research Associates, Our Working World Series, Cities at Work.
Scott, Foresman Co., Where Do We Live?, 1970.

PICTURE PACKETS

Rand McNally, Interaction Study Prints.
SVE, Picture Story Study Prints, Urban Life.

SOCIAL SCIENCE SCOPE AND SEQUENCE
GRADE FOUR

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GRADE FOUR

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	Maps are of many kinds depending upon the type of information presented. Man's life is influenced by the position and movement of the earth in the solar system. Isolation slows the rate of change. Some aspects of natural environment have remained unchanged by technology.	The student should: 1. identify the grid (longitude and latitude) 2. gather data to find areas which have not been changed by technology. 3. explain why isolation slows change. 4. identify climatic zones. 5. demonstrate the ability to apply time and space concepts.
HISTORY	Basic periods in history serve as a guide to man's actions and reactions. A spirit of nationalism becomes evident as a people adopt a common body of customs, laws and traditions. Change is a basic idea of history.	The student should: 1. outline the major periods of man's recorded history. 2. specify technological changes which have affected the history of a country. 3. form a generalization about how the spirit of nationalism develops.
PHILOSOPHY PSYCHOLOGY	Value systems are accepted by individual communities. As communities develop, power groups assert their strength. Universal knowledge of men helps a community to select, imitate, or refine patterns of behavior.	The student should: 1. define the term value system. 2. compare or contrast the role of power groups in several communities. 3. discuss one or two patterns of behavior held by major social groups.

GRADE FOUR

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. be aware that technology has advantages and disadvantages for an environment. 2. examine maps voluntarily. 3. assume responsibility for keeping his environment orderly.	Have the student construct landforms and explain how natural settings will be different because of elevation, climate, and natural vegetation. Direct students to obtain a road map of the community. Post the map on a table or wall. Superimpose a transparent plastic or acetate sheet over the map and trace the routes to the points of major interest. Paste symbols over these locations. Have the students plot a map of their neighborhood and mark the routes they use frequently.
The student should: 1. be sensitive to past achievements which have made the world a better place. 2. examine a variety of historic periods and weigh the contributions of each.	Students collect and exhibit models of transportation and communication that were used long ago and compare them with their counterparts today. Discuss how the changes in these models affected the way of life of the people. On a time line chart the changes to illustrate progressive technological growth. Have the students collect games which are played today and which have an historical origin. Students gather data about these games and discuss their popularity today.
The student should: 1. identify characteristics of power groups in his community. 2. gather data on diverse value systems and discuss the findings.	Direct the students to list three groups to which they belong. At least one group should include adults; one should have no adults in it. For each group record ways of behaving which are learned from the group. Identify one power group and discuss how it influences political and social life.

GRADE FOUR

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	Social strata develop as economic differences become evident. The population explosion affects a country's economic growth. Education stimulates change and progress. There is dignity to all kinds of work. People often resist change.	The student should: 1. determine how classes form within a community. 2. compare the growth of population with the economic growth of the country. 3. illustrate ways in which education has brought about change in a society.
ECONOMICS	Man's interdependence upon man is global in scope. The economic growth of a nation depends upon wise use of natural resources. New industries create new jobs. Producer and consumer depend upon rapid transportation.	The student should: 1. identify goods which are exchanged among nations. 2. compare and contrast the role of producer and consumer. 3. gather data on a country's natural resources and discuss how these can be used wisely.
POLITICAL SCIENCE	Government is responsible for the defense of the country. There are various forms of government. A free government enables a society to grow. Some governments are not democracies. World progress to a large extent depends upon friendly relations among nations. Each society develops its own government and set of laws.	The student should: 1. give the origin of the government of his country. 2. show how government affects his daily life. 3. compare the effect of friendly relations among nations on his own country.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. actively participate in a discussion of ways in which cultural inertia has restricted change in a society. 2. be sensitive to why people resist change.	Select one aspect of everyday life and role play it as an early colonist, a pioneer, and as a twentieth century citizen. List three items of interest you have learned about in school which your great grandparents, as children, knew nothing about. Tell how these items have changed life in America.
The student should: 1. be aware that nations need each other's help. 2. perceive the roles of producer and consumer.	Visit a reservoir to show the students the city's constant supply of usable water. Make a chart illustrating the imports the United States receives from other countries.
The student should: 1. be aware of the role of government in his own life. 2. be aware of the need for friendly relations among nations.	Make a mural showing the friendly relations among nations. Direct students to gather data on the contributions the United States has made to promote world peace. Discuss these findings as a panel and/or prepare a display to illustrate these contributions.

GRADE 4

APPROVED BASIC TEXTS

(Three-fold Adoption)
1969

Allyn and Bacon, Inc., Agriculture: Man and the Land, Grade 4 - Semester I
Industry: Man and the Machine, Grade 4 - Semester II
Prepared by the Social Science Staff of E.R.C.A., 1971.

Silver Burdett, Co., Learning to Look at Our World, Cooper, 1969.

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Field Educational Publications, Inc., Regions Around the World, Bacon, 1970.
Follett Educational Corporation, Exploring Regions Near and Far, Gross, 1971.
Harcourt, Brace, Jovanovich, Inc., The Social Sciences, Concepts and Values, Brandwein, 1970, Level 4, (orange).
The Macmillan Company, Man on the Earth, James, 1971.
Scott, Foresman and Company, Investigating Man's World: Regional Studies, Koch, 1970.

FILMS AND FILMSTRIPS (Consult Teachers' Manuals for titles of films).

Encyclopaedia Britannica, Learning How to Use Maps, Then and Now in the U.S.A., Africa: Sahara to Capetown, Lands of the Far East, Countries of the Near East, Mediterranean Europe, Central Europe, Northern Europe.
Eye Gate, Earth, Home of Man, Fundamentals of Geography, America at Work, The Beginnings of Democracy, Scandanavia: A Regional Study, Australia: A Regional Study, South America: A Regional Study.
Jim Handy, Introduction to Maps, Introduction to the Globe, The British Isles, India and Ceylon Series.
McGraw-Hill, United States Regional Geography, How to Use Maps and Globes, World Geography, U.S. Geography-Sets I & II, Producing the World's Goods.
Museum Extension Service, Maps and How to Use Them, The United States in the Pacific.
National Geographic Society, Southeast Asia, Washington, D.C., Canada.
Society for Visual Education, Geography of American Peoples-Your Home in the Americas, Living in Southern and Southwestern Asia, Living in Western and Northern Europe, Living in Central and Southern Europe, Living in the Balkans.

MAPS AND GLOBES

American Education Publications, Map Skills for Today, Grades 2-6.
Denoyer Geppert, Global Understanding Resource Unit, Map Reading Resource Unit, Trippensee Planetarium.
Hammond, Inc., Intermediate World Atlas.

MULTI-MEDIA KITS

Denoyer Geppert, Geography Pictures and Study Prints.
EDL/McGraw-Hill, Social Studies Skills Library Kit, Level 4.
Science Research Associates, Inc., Map and Globe Skills Kit, Level 4.
The Macmillan Company, Social Studies: Focus on Active Learning-Level 4, Web of the World.

TRANSPARENCIES

Hammond, Inc., Map Skills Transparency Series, Comparative Continents.
Milliken, Map Series-Outline Maps (Europe, Asia, Africa, Latin America, The World).
3 M Company, Man Learns to Control His Environment.

SOCIAL SCIENCE SCOPE AND SEQUENCE
GRADE FIVE

INTRODUCTION

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GRADE FIVE

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	Serious problems result if land and forests go unattended. Trade routes contribute to the development of a community. Geography influences the historical development of a country.	The student should: 1. compare the distances of several major trade routes. 2. show the relationship between different geographic features and the historical development of one or two major countries. 3. apply map and globe skills including historical maps and time zones.
HISTORY	Causes of revolution are complex. Unresolved conflict can lead to rebellion. Emergence as a world power results from a country's favorable geographic setting, leadership, new scientific and technological development. Civilizations rise, peak and fall.	The student should: 1. predict possible outcomes of unresolved conflict. 2. enumerate factors which aid a country. 3. gather data and formulate an hypothesis as to why civilizations decline.
PHILOSOPHY PSYCHOLOGY	Values become controlling ideas of differing cultures. Man,in a value-oriented society, has social, cultural, and political aspirations. One's mental and spiritual needs should be satisfied in a value-oriented society.	The student should: 1. analyze the components of a value system. 2. organize and identify religious beliefs of various groups in a community. 3. identify value conflicts in his life.

GRADE FIVE

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. recognize that people outside as well as within their own community are of value as potential resources. 2. examine the choices made by a community which affected its historical development.	Have the students make papier-mache globes using balloons as underlying forms. Plot early geographic trade routes and routes most commonly used today. Determine distances by use of a map scale. Discuss how these routes have contributed to the development of different communities. Have the students view the General Motors film: FUTURAMA. Direct them to draw comparisons between the development of a model city and the development of their own city as based on the choices of its citizens.
The student should: 1. interact as he discusses with others the causes of revolutions and wars. 2. form judgments as to ways to preserve a civilization.	Have the students prepare a documented filmstrip for a television program entitled: A NEW FACE. The filmstrip should indicate factors necessary for the development of a country. Have the students write a commentary on the progression of one or more conflicts involving the United States with a foreign country. The students may dramatize one or more events in the conflict.
The student should: 1. exhibit mature behavior in peer interaction. 2. discuss ways to resolve value of conflicts	Students discuss the ways of celebrating various religious holidays, e.g., Rosh Hashanah, Yom Kippur, Easter, Christmas, Orthodox Epiphany, etc. Illustrate these celebrations. Role play various school and playground situations which demand mature peer interaction, e.g. someone gets ahead of you in line, deliberately bumps a person, etc.

GRADE FIVE

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	Differences in class structure are evident in various societies. Nations experience both friction and harmony in their relations to each other. People attempt to preserve the values they cherish. Slavery violates the basic dignity of man.	The student should: 1. test the hypothesis: change and stability are both necessary to modern society. 2. generalize about how class structures are formed. 3. show how one culture can influence another to change.
ECONOMICS	What man cannot produce he depends upon others to supply. Trade and economic progress increase interdependence among nations. Labor systems influence economic output. Improved technology can cause the decline or expansion of industry.	The student should: 1. gather data to prove that trade advances interdependence. 2. select examples of specialization and show how this creates a demand for a product. 3. organize data about three labor systems.
POLITICAL SCIENCE	The struggle between those governing and those being governed may cause conflict within a society. Every citizen has a responsibility to his government. Laws should be made to meet the needs of a society.	The student should: 1. examine causes for conflict in today's societies. 2. list responsibilities of a civic-minded citizen. 3. gather data on forms of government in the world and compare the role of the citizen in each.

GRADE FIVE

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. show awareness that human behavior is influenced by the social environment in which he lives. 2. appreciate the value of each person in a society.	Discuss: "Would you choose the same leader for:..." Discuss why or why not. a. a baseball captain b. a teacher c. a class president d. the mayor e. the governor f. a senator g. a representative h. a principal Construct a filmstrip which illustrates how slavery denied man his basic dignity: as a person, in his family, his choice of work, free interaction, etc.
The student should: 1. weigh the advantages and the disadvantages of different labor systems. 2. be aware of the relationship between a country's imports and exports.	Construct a model of the Great Lakes - St. Lawrence Seaway. Indicate the important dams and nearby cities with toothpick flags. Discuss the operation of the locks. Make a diorama depicting technological advancement. For example: man picking cotton vs. cotton gin: woman using broom vs. electric sweeper, etc.
The student should: 1. express faith in his government. 2. acquaint himself with the principal leaders in his city.	Make posters showing ways in which citizens participate in government. Arrange for a visit to a city, state, or federal building in your locality.

GRADE 5 APPROVED BASIC TEXTS (Three-fold Adoption)
1969

Allyn and Bacon, Inc., The Human Adventure, (4 Textbooks, Teachers' Guide). Ancient Civilization, Four World Views, Greek and Roman Civilization, Medieval Civilization, Social Science Staff of E.R.C.A., 1971.

Sadlier, Inc., North America, Webb, 1968.

Silver Burdett, Co., The Changing New World, Cooper, Sorensen, Todd, 1969.

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Field Educational Publications, The American Adventure, Bailey, 1970.
Field Educational Publications, The United States and Canada, Conroy, 1970.
Follett Educational Corp., Exploring Regions of the Western Hemisphere, Gross, 1971.
Harcourt, Brace, Jovanovich, The Social Sciences Concepts and Values, Brandwein, 1970.
Scott, Foresman, Investigating Man's World, U.S. Studies, Hanna, 1970.
Silver Burdett, This Is Man, Rogers, 1972.

FILMS AND FILMSTRIPS

Encyclopedia Britannica, Then and Now in the U.S., (18).
Encyclopedia Britannica, Canada's North, (8).
Follett Educational Corp., Study Lessons in Map Reading.
Franklin Watts, Inc., America: People, Products and Resources, (5).
Franklin Watts, Inc., Our National Heritage, (4).
Franklin Watts, Inc., Americans Who Shaped History, (6).

MAPS AND GLOBES

Hammond, Intermediate World Atlas.
McGraw-Hill Book Co., United States History Atlas.
McGraw-Hill Book Co., American History Map Series.
McGraw-Hill Book Co., Hammond Inflatable Shaded Relief Globe.
Scholastic Magazines, Maps Skills Project Book II.

MULTI-MEDIA KITS

Benefic Press, Uni-Kit E., Emergence of American Civilization. (30 texts, 6 ea. of 5 titles and 5 filmstrips).
Benefic Pres-, Uni-Kit F., Principles and Ideals of American Life. (30 texts, 6 ea. of 5 titles and 5 filmstrips).
SRA, Social Science Laboratory Units, Lippitt.
SRA, We Are Black.
SRA, An American Album.
SVE, The Black Men's Struggle, (8).

TRANSPARENCIES

McGraw-Hill Book Co., American History Transparencies, (24).
McGraw-Hill Book Co., United States History Transparencies, (32).

SOCIAL SCIENCE SCOPE AND SEQUENCE
GRADE SIX

INTRODUCTION

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GRADE SIX

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	Natural as well as man-made modifications are changing the earth's surface. Certain environments have undergone little cultural change. People depend upon and need adequate natural resources to survive. Some natural resources are not replenishable.	The student should: 1. critically evaluate the effect of man-made modifications of the earth's surface. 2. gather data to identify major population areas of the world and show how their needs are supplied. 3. demonstrate the use of the atlas.
HISTORY	Media give different accounts of conflicts in the world. What we learn in the future may cause us to change ideas we now have. It is impossible for a nation today to remain uninvolved in world affairs. Change is not always good.	The student should: 1. gather evidence to show that media give different aspects of a happening. 2. prepare a chart to show how even small nations are involved in world affairs. 3. select a poverty area of the world and show how this poverty can cause conflict.
PHILOSOPHY PSYCHOLOGY	Cultural relativism is a phenomenon of the 20th century. Man's nature is revealed in modern history. Religion in America takes many forms.	The student should: 1. gather data to show the importance of religion to the people of America. 2. identify laws which govern his life and which are based on religious codes. 3. compare religious values in western and non-western religions.

GRADE SIX

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. express appreciation for the available natural resources. 2. apply learnings to current events found in the daily paper. 3. assume responsibility for the proper use of natural resources.	Have the students prepare slides with an accompanying documented tape concerning the effect of man-made modifications on the earth's surface throughout the United States. Students should then collect pictures and arrange a bulletin board demonstrating how these modifications affect his community and state. He may further compare his findings with information from one or more major countries of the world. Gather and mark major population areas on a large outline map of the world. On another outline map mark raw materials. Draw comparisons and mark migrations influenced by the location of raw materials.
The student should: 1. weigh the evidence presented by different media. 2. accept limited responsibility to work for the alleviation of poverty in his own community.	Have students select areas of historical conflict. Divide them into groups. Students then portray a variety of news media and present the circumstances surrounding the event from the point of view of the country each represents. Divide students into two groups representing the largest nations and the smallest nations of the world. Dressed in the costumes of the nation selected, students discuss the role of their country in today's world and the circumstances which drew the country into historical involvement.
The student should: 1. voluntarily use research tools to obtain data. 2. believe in the importance of religion to a value-oriented society.	Prepare a chart which compares religious beliefs and practices of western and non-western religions. Conduct a panel discussion about five major world religions and show how each has influenced American life.

GRADE SIX

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	Man is the only known living creature capable of thinking and reflecting. People retain values of the past and use them again in new situations. When two societies are close neighbors traditions and languages often blend. Groups with different values often come into conflict.	The student should: 1. gather data to show how the American community is a composite of many cultures. 2. formulate a generalization about transmission and use of values. 3. examine historical incidents to discover the causes of conflict.
ECONOMICS	Expanded production creates more goods and extends income for purchasing. Interdependence is advanced when man can no longer supply his own needs. The amount of goods and services an economic system is able to produce depends on the ways people are interdependent.	The student should: 1. trace the cycle for supply and demand for one or two countries. 2. list new industries based on space exploration. 3. explain what is meant by global interdependence.
POLITICAL SCIENCE	Historical evidence points to the relationship between economics and international problems. Western civilization has dominated the world since 1600. The kind of government determines how free a people are.	The student should: 1. recall that laws make it possible for nations to disagree without resorting to war. 2. explain one 20th century problem in terms of its economic basis.

GRADE SIX

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. give evidence of his responsibility as a rational creature.. 2. judge issues in terms of his own value system and that of his country.	Prepare a mural illustrating the hierarchy of creation, showing how each level adds something to the one below it to establish a new strata. Select one value transmitted to you from your parents and discuss this value with the class.
The student should: 1. be willing to share his personal "goods" with someone in need. 2. be able to recognize the need for close cooperation among nations.	Plot a bar graph to compare the principal imports and exports of the United States with those of a pre-industrial country.
The student should: 1. perceive that a fully effective law must be culturally acceptable to the people. 2. weigh alternatives to the democratic form of government.	View films of two pre-industrial societies. Compare and classify data concerning the economic and political systems of each. Discuss the failures and successes of these societies. Project the possible future status of these countries in the year 2000 A.D. Select one European or Asiatic country. Chart the kinds of government it has had since the birth of Christ.

GRADE 6

APPROVED BASIC TEXTS

(Three-fold Adoption)
1969

Allyn and Bacon, Inc., The Human Adventure, (4 Textbooks, Teachers' Guide). The Age of Western Expansion, New World and Eurasian Cultures, The Challenge of Change, The Interaction of Cultures, Social Science Staff of E.R.C.A., 1971.

Sadlier, Inc., Europe and Asia, DeVossey, 1968.

Silver Burdett, Co., The Changing Old World, Cooper, 1969.

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Cambridge, Work a Text Eastern Hemisphere: Middle East, Western Europe, Eastern Europe, Corica, 1970.
Follett, Exploring Regions of the Eastern Hemisphere, Yohe, 1971.
Harcourt, Brace, Jovanovich, The Social Sciences Concepts and Values, Brandwein, 1970, Level 6, (brown).
Golden Press Western Publication Co., The World's Great Religions, Life, 1966.
Conrard McCann, The Beginning of Cities, Wissgard, 1968.
Silver Burdett Co., Man and Society, Bass, 1972.

FILMS AND FILMSTRIPS (Films are listed in Teachers' Manuals).

SVE, Modern Eastern and Southeastern Asia, (4 filmstrips).
SVE, Europe and Asia - Soviet Union, (8 films and 4 records or cassettes).
SVE, Modern Balkan, Southern and S.W. Asia, (4 filmstrips).
SVE, Modern and Northwestern Europe, (4 filmstrips).
SVE, Living in the Iron Curtain Countries Today, (7 filmstrips).
SVE, Religions Around the World, (4 filmstrips).

MAPS AND GLOBES

Follett, Study Lessons in Map Reading.
Hammond, Intermediate World Atlas.
McGraw-Hill Book Co., Hammond Inflatable Globe.
McGraw-Hill Book Co., Hammond Superior Wall Maps (Asia, Europe, World).
McGraw-Hill Book Co., World History Map Series.
McGraw-Hill Book Co., Intermediate World Atlas.
Rand McNally, Unesco Wall Charts and Unesco Study Prints.

MULTI-MEDIA KITS

SRA, Countries and Cultures.
Benefic Press, Uni-Kit D., People - Their Culture and Environment, (30 texts, 6 ea. of 5 titles and 5 filmstrips).
SRA, Map and Globe Skills Kit, Grade 6.

TRANSPARENCIES

Ginn and Co., Map Transparencies, Set 3 Eurasia and Set 4 Africa and Australia.
McGraw-Hill Book Co., World History Transparencies Series.
McGraw-Hill Book Co., World Distribution Transparency Series.

SOCIAL SCIENCE SCOPE AND SEQUENCE
GRADE SEVEN

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According to the MINIMUM STANDARDS FOR OHIO ELEMENTARY SCHOOLS, Revised 1970, "Geography, the history ... of Ohio, ... state and local governments in the United States" must be taught for one semester. During the other semester Latin America is recommended.

GRADE SEVEN

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	The way people use their natural resources has a significant bearing on the way they live. Ohio's rich natural regions complement each other - agriculturally and industrially. Lakes and rivers served as early means of transportation; cities developed at trading points. The Appalachian mountains formed a physical barrier to hold settlement back. Conservation of natural resources and control of pollution are two major problems facing Ohio roday.	The student should: 1. explain what the early settlers might have done to provide for their basic needs. 2. identify on maps :the principal cities, lakes, roads, and rivers and explain their value. 3. gather data to verify why cities developed where they did. 4. specify ways to assist in conservation of natural resources located within the state. 5. recommend ways to control air,water, and land pollution.
HISTORY	The first white men to explore the Ohio Valley were in search of the Northwest passage to the Orient. Indians and Negroes were members of these expeditions. From its earliest history, Ohio backed the cause of freedom. Minority groups worked for social reform in Ohio. Ohio's heroes include inventors, explorers, scientists, statesmen. Ohio's history serves as a background for national history.	The student should: 1. do a research project on the early history of his city. 2. gather data and formulate an hypothesis about social reform in Ohio. 3. prepare a bulletin board with sketches and biographies of Ohio's leaders. 4. interpret historical maps.
PHILOSOPHY PSYCHOLOGY	The pioneers developed a social heritage of neighborhood living and helpfulness. The basic foundation for the development of the Northwest territory rested upon family organization, religion, and education. Settlers from the east as well as from Europe came for a variety of . reasons.	The student should: 1. read accounts of the pioneers and verify ,from these readings, reasons why settlers came to Ohio. 2. summarize findings on the role of religion and education to show the influence of each on the development of the Northwest.

GRADE SEVEN

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. be alert to the major problems of conservation and pollution and become involved in groups which are working toward the solution of these problems. 2. develop a plan for a model city for Ohio by applying geographical and sociological principles.	Conduct a panel discussion on some of the major problems of conservation and environmental control in Ohio.
The student should: 1. express his beliefs in the value of a free society. 2. show a mature attitude toward minority students in his class and community. 3. perceive that the development of a state is dependent in part on the industry of its people.	Direct the students to prepare SEVENTH GRADE TEXT OF OHIO HISTORY. The class may be divided into groups to prepare the chapters. Some students can be responsible for maps, charts, sketches, etc. to illustrate the content of the chapters.
The student should: 1. acquaint himself with the contributions of the early settlers from primary source material. 2. perceive characteristics common to the early settlers in several Ohio communities. 3. perceive characteristics unique to settlers in various Ohio communities.	Construct a facsimile of Ohio City or some other early Ohio settlement. Write and produce a play illustrating life as a twelve-year old in Ohio in the eighteenth century.

GRADE SEVEN

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	The Americas were originally populated by nomadic hunters. Artifacts tell much about the history of the early Ohioans. The Indians, in spite of capable leaders, succumbed to the power of the white man. Ohio gave support to thousands of blacks who escaped via the Underground Railroad. Ohioans have made many cultural and political contributions.	The student should: 1. discuss ways in which the relationship between the Indian and the white men demonstrate that people are basically alike. 2. indicate the periods of cultural growth and development. 3. compare the attitudes of the white man toward the red man and the black man.
ECONOMICS	Barter was the earliest means of exchanging land for goods. Frontier life made the family a closely-knit group, ecconomically independent. No distinction in the labor force was permitted in the Northwest Territory. Ohio became an important inland artery of commerce. Transportation improved with the building of roads and canals. Economic and geographic factors combined to make Ohio a center for industrial growth and development.	The student should: 1. gather data to verify the inequity of treaty agreements with the Indians. 2. analyze the need for economic independence of the early settlers. 3. compare the labor force "then" and now. 4. trace the development of roads and canals in Ohio. 5. compare the growth of Ohio with the national growth.
POLITICAL SCIENCE	The Northwest Ordinance provided the framework for government in Ohio. Tribal resistance delayed the progress of settlement in Ohio. Ohio's Constitution is modeled on the federal Constitution. With the passage of the 18th Amendment came the influence of dishonest politicians.	The student should: 1. read the Northwest Ordinance and judge its relevance in Ohio today. 2. prepare a panel on the contribution of the Indians to Ohio. 3. tell how Ohio's Constitution is like the federal Constitution. 4. formulate a statement about the 18th Amendment and its influence on politicians.

GRADE SEVEN

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. show awareness of the concept of freedom as it related to the Indians. 2. exhibit sensitivity to the needs of others regardless of racial or ethnic differences.	Reconstruct as many scientific inventions as possible that were begun in Ohio. Collect or draw pictures of men and women from Ohio who have made musical, artistic, literary, sports, entertainment or political contributions. Place these pictures on a time line indicating when these contributions were made, and/or on a map of Ohio indicating where they were made.
The student should: 1. visit industrial areas in his city and tell how geography affected the locality of that industry. 2. examine the feasibility of a new Ohio Canal. 3. weigh the factors which will contribute to or hinder further development of Ohio's industries.	Make a model showing the Ohio Canal System. Indicate the different branches and show the position of feeder waters. Gather data for a chart on which the major imports and exports of the city of Cleveland or any other major Ohio city can be charted.
The student should: 1. weigh alternatives to dishonest land seizure. 2. identify characteristics of the Ohio Constitution and judge the need to change it in whole or in part. 3. visit the State House or the local museum to become better acquainted with Ohio history.	Prepare a paper-roll filmstrip tracing Ohio's government back to the Ordinance of 1787. Plan a visit to the court house. Follow up your visit with pupil-made posters comparing the local court system with that of the federal court system.

GRADE 7

APPROVED BASIC TEXTS

(Three-fold Adoption)
1969

E.R.C.A. (GCSSP), Ohio: From Settlements to 1910, (Part 1&2) E.R.C.A., 1970.

Laidlaw Co., Ohio: Geography, History, Government, Roberts, 1961.

Prentice-Hall, Ohio: The Buckeye State, Collins, 1968.

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Benefic Press, You and Ohio, Crout-McCall, 1970.
Century Co., History of Ohio, Randall and Ryan.
Childrens Press, Ohio: Enchantment of America Series, Carpenter, et al.
Creative Writers and Publishers, Round on the Ends, Story of Ohio, 1966, (Paperback).
Crowell Publishing Co., Government and Administration of Ohio, Auman and Walker.
H.C. Kinsey and Co., The Buckeye Country, Hatcher.
Charles Scribner and Sons, The Ohio Gateway, Crouse, D.E.
Albert Whitman Co., Picture Book of Ohio, Bailey.
World Publishing Co., Ohio and More Ohio Stories, Seidel.

FILMS AND FILMSTRIPS

Associated Films, How a Bill Becomes a Law.
City Loan Co., Highlights of Ohio.
Eye Gate Inc., The American Pioneer (9 filmstrips).
Ohio Historical Society, Log Cabin Fever (41 slides).
Silver Burdett, Then and Now in the Cornbelt,
Standard Oil Co., Industrial Ohio.
State Department of Education, Ohio Travelogue - No. 8.
State Department of Education, Conservation of Natural Resources.
State Department of Education, Cities, Why They Grow.
Young America Films, France in the New World.
Young America Films, Before the White Man.

**Frontier Ohio - A Resource Guide for Teachers, Walker, State Department of Education, Columbus, is highly recommended for resource materials. This will be available through the The Board of Catholic Education, Sept., 1971).

MAPS AND GLOBES

Rand McNally Co., Physical and Political Maps of Ohio.
3M, Transparencies of Ohio.

Note: See other resource materials recommended in the Textbook Manuals.

GRADE 7

LATIN AMERICA

(One Semester)

GRADE SEVEN

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	Man must adjust to difficult natural environments, i.e., natural landform regions. The nations of Latin America are economically poor despite the abundance of raw materials. Manufacturing centers are dependent upon the availability of raw materials, transportation facilities and profitable markets. Water is an important resource. Geographic features have affected the political growth of Latin America.	The students should: 1.contrast and compare the regions of Latin America with the United States and draw conclusions. 2.assess the abundance of the raw materials of Latin America and determine the factors which influence their development as natural resources. 3.identify leading manufacturing centers and tell what geographic factors affected their location. 4.discuss the potential development of the large water supply of Latin America. 5.analyze the political patterns of the nations of Latin America and determine the influence of geographic conditions.
HISTORY	Knowledge of the past history of a country will aid pupils to understand why people live as they do in the present. Because events in one part of the world can affect people in other parts of the world, it is difficult not to become involved. Change occurs more rapidly in some parts of the world. In other places modern ways of living exist side by side with old ways of living. World progress depends to a large extent on friendly relations. When a nation is faced with a crisis, a strong leader often emerges to deal with it.	The student should: 1. demonstrate skills in securing knowledge of the past from pictures, maps, and charts to compare with the present. 2. discuss the highly developed culture of the early, major Indian tribes and tell their contributions. 3. formulate generalizations from the text to develop concepts and apply them to new information. 4. examine the "good neighbor" policy and other national policies. Discuss their historical value.
PHILOSOPHY PSYCHOLOGY	The complexity of a nation increases as people attempt to adjust to the changes in an increasingly intricate world. Increasing sophistication may cause problems with the acceptance of traditional values. The tightly interwoven family unit may disintegrate as industrialization and urbanization increase. Religion plays an important role in the lives of Latin American people.	The student should: 1. discern the correlation between educational advancement and improved ways of living. 2. identify major scientific discoveries of one country and analyze their influence on the lives of people in another. 3. discuss the two-class system in Latin American countries and the emerging of a middle class.

GRADE SEVEN

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. perceive man's ability to adapt and to use features of his environment to meet his needs. 2. show an awareness of the major problems faced by Latin America in the development and utilization of its natural resources. 3. perceive that supply and demand affect the growth of business. 4. perceive the wealth of power capable of being harnessed from water and its concomittant effects upon the growth and development of the country. 4. show an awareness of the struggle against political oppression in Latin America.	Arrange an exhibit of students' work for display in the school hall. Include: maps showing geographic features; charts and graphs showing the natural resources; product maps; pictures illustrating life in Latin American countries.
The student should: 1. appreciate the way of life, language, religion, and ideological beliefs of the early explorers and settlers. 2. show awareness of important concepts of interdependence of all nations. 3. perceive the relationship between major historical events of the past and information found in current events and newspapers. 4. be aware of historic leaders who were instrumental in the struggle for freedom in their countries.	Direct students to gather data and report on at least five historic leaders who were instrumental in the struggle for freedom in Latin American countries. Tell the contributions of each of the early Spanish or Portugese explorers: Amerigo Vespucci, Balboa, Magellan, Ponce de Leon, Cortez, Pizarro, etc. Enhance the presentation with original pictures illustrating some facet of their exploration in the NEW WORLD.
The student should: 1. be conscious of the role of education in the lives of people of various cultures. 2. be aware of the debt to Latin American nations for their many contributions to the United States.	Have the students show by graphic means the stages of development of one Latin American country. Have the students compare the "expanded family" concept of Latin American families with the "limited family" concept of the United States. Discuss the advantages and disadvantages of each.

GRADE SEVEN

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	Generally there is a correlation between education and the improvement of living conditions in a country. Traditional and modern modes of living exist together in many countries. A more advanced culture may transmit some of its ideas and practices to another culture and thus change it. The scientific discoveries of one country may affect the lives of the people in another country.	The student should: 1. discern the correlation between educational advancement and improved ways of living. 2. identify major scientific discoveries of one country and analyze their influence on the lives of people in another. 3. discuss the two-class system in Latin American countries and the emerging of a middle class.
ECONOMICS	Specialization in few products, need for capital and population growth may cause national problems. Trade may increase capital and employment. Private enterprise plays an important role in economic growth. Governments spend large amounts of money to operate business and provide services.	The student should: 1. compare the role of a citizen in a democracy with that of one in a dictatorship and/or military government. 2. analyze the way population growth causes increased demands for goods and services. 3. examine the way in which new methods of farming and growth of manufacturing cause changes in an economic system.
POLITICAL SCIENCE	A nation may choose a one, two, or multiparty system. Lack of responsible citizenship may be caused by illiteracy. Systems of laws have different origins and are enforced by various methods.	The student should: 1. compare the role of a citizen in a democracy with that of one in a dictatorship and/or military government. 2. describe the method by which laws are made, enforced, and changed in two nations whose governments are diametrically opposed.

GRADE SEVEN

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. be conscious of the role of education in the lives of people of various cultures. 2. be aware of the debt to Latin American nations for their many contributions to the United States.	Simulate a news broadcaster interviewing two Latin Americans, one in 1920 and one today. List on a chart the technological improvements not developed in Latin American countries and show how they have influenced the lives of the people in Latin America.
The student should: 1. perceive the value of the way increased trade will help people meet their basic needs and wants.	Dramatize a round-table conference of the Organization of American States. A representative from each of the Latin American countries can request financial aid for a project in his nation.
The student should: 1. be aware of the correlation between the role of literacy and the type of government found in a nation. 2. appreciate a system of government which best meets the needs of its people.	Direct students to gather newspaper articles for a bulletin board about political activities in the Latin American nations. Divide the class into groups. Each group can select a different Latin American nation. The groups prepare a mural depicting the family life, religion, type of government, education and business enterprises of the nation selected.

GRADE 7 APPROVED BASIC TEXTS (Three-fold Adoption)
1969

Allyn and Bacon, Inc., Latin America, Area Study No. 3-GCSSP, 1966-67, Land of Latin America.

Sadlier, Inc., Southern Lands, Webb, et al., 1969.

Silver Burdett Co., Learning About Latin America, Harper, et al., 1969.

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

Allyn and Bacon, Journey Through the Americas, Drummond, 1969.
Ariel Books, The Mexican Story, May McNeer.
Dodd, Famous Latin American Liberators, Bernadine Bailey.
Field Educational Publications, The Story of Latin America, Greco, et al., 1970.
Follett, Exploring Regions of Latin America and Canada, Joyce, et al., 1971.
Franklin Watts, Inc., Lucko of Peru, Betty Cavanna.
Ginn and Co., Today's World in Focus, Stiles, 1969.
Harcourt, Brace, Social Science Concepts and Values, Brandwein, 1970.
Holt, Rinehart, Winston, Knowing Our Neighbors in Latin America, Carls, et al., 1967.
Macmillan, Living as American Neighbors, Cutright Durand, 1966.
Coward McCann, Inc., Getting to Know Argentina, Sana Olden.
New York Viking Press, Secret of the Andes, Ann Clark.
Ivan Obolensky, The Story of the Incas, B. Appel.
Random House, The Slave Who Freed Haiti, Katherine Sherman.
Scott, Foresman, Inter-American Studies, Hann, et al., 1970.

FILMS AND FILMSTRIPS

Britannica Films, Wilmette, Ill., Land of Mexico.
Britannica Films, Central America.
Britannica Films, The West Indies.
Coronet Films, Chicago, Latin America, An Introduction to Early American Civilization.
Coronet Films, Bolivar, South American Liberator.
Encyclopaedia Britannica, Mexico and Central America Series.
Encyclopaedia Britannica, Our South American Neighbor Series.
McGraw-Hill, Latin America.
McGraw-Hill, Land of the Mayas.
McGraw-Hill, The Yucatan.
McGraw-Hill, Cortez Conquers Mexico.

TRANSPARENCIES

Ginn and Co., Map Transparencies, Set 2 - South America.

Note: See Songs to Sing, Records, and other resource materials in the Manuals.

SOCIAL SCIENCE SCOPE AND SEQUENCE
GRADE EIGHT

INTRODUCTION

The value of the curriculum lies in its effectively meeting the needs of each child under the able direction of an enthusiastic teacher. It is a natural process for man to think conceptually. The interdisciplinary approach in the social science program will enable teachers to guide students in the discovery of important concepts to meet their needs in this rapidly expanding and changing world.

The "covering" of as much factual material as possible, in a definite chronology, through the use of a single text of hundreds of pages, has been traditional. In contrast to this the conceptual approach recognizes that understandings, skills, attitudes, and values are all interlocking aspects of the total learning experience.

In the conceptual approach, teachers after presenting the introductory material, may select from the chosen text - continents, regions, countries, periods of time, etc., for teaching the concepts and reinforcing their application at the various grade levels. Through the use of multiple texts, various resources, a diversity of activities, and multi-media the student should be stimulated and "caught up" in the joys of learning.

Manuals are rich in suggestions for teaching. Teacher references, supplementary student books, other printed materials, and audio-visual aids are among the wealth of resources included in most manuals. Because of the constant updating of these materials teachers are advised to contact the various distributors for revised lists of their publications.

The daily newspaper is an invaluable source of information for both teacher and student. Every community has resources available such as: museums, libraries, points of historical, geographical, and cultural interests. These should be utilized.

According to the MINIMUM STANDARDS FOR OHIO ELEMENTARY SCHOOLS, Revised 1970, "Geography, the history of the United States ..., and national, state, and local governments in the United States," must be taught.

GRADE EIGHT

	UNDERSTANDINGS	SKILLS
GEOGRAPHY	Climate and natural resources contribute to the growth of a country industrially and economically. Technological development and extensive use of natural resources drew people from rural areas to urban communities. Trade, travel, and monetary policies require an atmosphere of cooperation. Competition for natural and human resources sometimes causes conflict.	The student should: 1. associate industrial and economic development with the free enterprise system. 2. organize data to illustrate how competition for human and natural resources might lead to conflict. 3. determine ways to avoid conflict over material goods.
HISTORY	The present cannot be adequately understood without a knowledge of the past. Progress and change are fundamental characteristics of a democracy. National migration develops cultural diversity within a group and contributes to cultural diffusion among ethnic and racial groups. A principal role of government is to assure internal order and external security. Local, national, and international actions are influenced by human motives and ideas.	The student should: 1. select major events in American history which have caused significant change in the democratic way of life. 2. formulate a generalization about the causes and effects of mass migration. 3. read primary source material to verify the place of human motives and ideals in the shaping of historical events.
PHILOSOPHY PSYCHOLOGY	Traditional characteristics of the people of the U.S. are optimism, initiative and resourcefulness. A basic unity permeates life in the U.S. The concept of the dignity of every person has usually been supported by the actions of individuals and organizations. Throughout history mankind has been motivated by spiritual as well as material wants and needs.	The student should: 1. select major events to illustrate resourcefulness on the part of American people. 2. trace principal efforts of groups and individuals to preserve and affect the concept of the dignity of every person. 3. gather data to show that Americans have always had spiritual wants and needs.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should: 1. value the natural resources that contribute to the well-being of man. 2. realize that the history of his country has been influenced by the geography of that country. 3. develop a sense of responsibility to help conserve natural and human resources by using them wisely. 4. respect the dignity and rights of every human being.	Prepare a mural or construct a diorama depicting events in the Westward Movement. Be prepared to explain geographic features which helped or hindered the movement. Taking all factors into consideration, compare the advantages and the disadvantages of the North and the South during the Civil War. Illustrate this information in some manner.
The student should: 1. be conscious of the role of spiritual leaders in the development of America. 2. appreciate the heritage of the past and its influence on life in present-day America. 3. appreciate the contribution of religious groups to the moral development of Americans.	Direct students to construct a time line indicating major historical events as they are studied. Enhance the chart by placing "thumbnail sketches" of one or more persons connected with each event. Make a class size chart showing the progression of government from the Mayflower Compact to the Declaration of Independence.
The student should: 1. grow in understanding and appreciation of the contributions of all ethnic and racial groups. 2. exhibit belief in the importance of permitting all men to live in peace and freedom.	Collect data from daily newspapers which support the concept that optimism, initiative, and resourcefulness are characteristics of the American people. Make a filmstrip showing the contributions of several racial and ethnic groups to your community.

GRADE EIGHT

	UNDERSTANDINGS	SKILLS
ANTHROPOLOGY SOCIOLOGY	Interdependence of all peoples brings a sharing of advantages as well as disadvantages. Modern society is indebted to the contributions of many civilizations. A society develops best when its members are relatively free to develop their creative talents. Human beings have the potential to make contributions to any culture.	The student should: 1. discuss the advantages and disadvantages of the intermingling of racial and ethnic groups. 2. summarize the creative contributions of Americans in terms of place and in terms of conflict. 3. compare contributions of those of varying ethnic backgrounds.
ECONOMICS	Utilization of natural resources is related to man's desires and his level of technology. The foundations of democracy rest in part on the free enterprise system. A developing nation depends upon technological advancement. Economic systems should develop a way to share productive resources. Employment, income, production and spending are all interrelated.	The student should: 1. analyze the relationship between man's desire and his ability to satisfy those desires through technology. 2. compare the free enterprise system with a government controlled economic system. 3. specify ways to share productive resources.
POLITICAL SCIENCE	No amount of material wealth can compensate for the lack of freedom. The government of the U.S. is based upon the principles of a representative form of government and dedicated to the fulfillment of democratic ideals. A well-informed citizen can influence government at all levels True freedom carries with [illegible] obligation to observe the rights of others. Government is made by man for man but authority rests in the people. A government is established through an evolutionary process.	The student should: 1. evaluate the contributions of an active, well-informed citizen to his local government. 2. gather data to prove that authority rests in the people.

GRADE EIGHT

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
Thestudent should: 1. be sensitive to the potential creative power of each person. 2. acknowledge the contributions of various racial and ethnic groups to his community.	Write a newspaper article answering: Who? What? Where? Why? How? one member of a racial or ethnic group, different from your own, has contributed to your community. Role-play a situation which illustrates the understanding that interdependence of all peoples brings a sharing of advantages and disadvantages.
Thestudent should: 1. develop ways to share his own productive resources with those who are less fortunate. 2. be conscious of the dignity of the worker, whatever may be his occupation.	Prepare a chart depicting the improvements in the methods of farming used in the early 1900's with those used by the pioneer farmer. (Ex. plowing, planting, harvesting, etc.) Draw or find political cartoons depicting the evils of trust. (Ex. Effect of the trusts upon customers, trust destroying competition, etc.)
The student should: 1. be aware that freedom rests upon the fundamental rights of man. 2. express belief in necessary and reasonable authority in social and civic life. 3. attempt to identify the early steps in the formation of a new government.	Find a current protest song which could easily have been sung by the early colonists. Write an editorial encouraging citizens to actively participate in a local community project.

GRADE 8

APPROVED BASIC TEXTS

Low Reading Level	D.C. Heath and Co., We the People, Bedna, 1971. Science Research Associates, America: Land of Change, Shapiro. ~~1970, (Set~~ of 6 paperbacks).
Average to Upper Average Reading Level	Benziger, Inc., Land of the Free, Caughey, 1971. Science Research Associates, The Promise of America, Gordon, 1971.

SUPPLEMENTARY TEXTS AND RESOURCE MATERIALS

BOOKS

American History Publishing Co., The Americans, Fenton, 1970. The effectiveness of the program depends upon the utilization of it's audio-visual component kit.
Benefic Press, We the People, Richards, 1969, (Civics Resource).
Educational Research Council of America, Six Generations of Americans, 1969, (Currently being revised. To be published by Allyn and Bacon under a new title.
Field Educational Publication, Inc., Quest for Liberty, Chapin, 1971, Profiles of America Series, Gross-Madgic, 1971.
Follett Educational Corp., Civics, Ball, 1971.
Ginn and Co., Inquiry Experiences in American History, Branson, 1970, Your Rights and Responsibilities as an American Citizen, A Civics Casebook, Quigley, 1967.
Harcourt, Brace and World, American Civics, Todd, 1970.
Houghton Mifflin Co., This Is America's Story, Wilderm, 1970.
Macmillan and Co., A Strong and Free Nation, Forcey, 1971.
McGraw-Hill Book Co., Our Constitution and What it Means, Kottmeyer, 1970, (paperback).
Rand McNally, The Free and the Brave, Graff, 1968.
Sadlier, Inc., Economics for Young Adults, Linder, 1971.
Scholastic Book Co., American Adventures Program, Hoexter, 1970, (Set of 4 paperbacks).

CHARTS

Denoyer Geppert, . . . And With "Our Democracy" Wall Charts (12 Charts).

FILMS AND FILMSTRIPS

Educational Record Sales, Our Federal Government, (6 Color Filmstrips).
Houghton Mifflin, Great Issues and Decisions of American History Series.

MAPS AND GLOBES

Benefic Press, American History Tryon Map Series, Duo-Graphic Globe.
Denoyer Geppert, . . . Through the "Our America" Wall Maps, (12 Maps).
Rand McNally, Map Activities in American History, Book 1 and 2, 1965.

MULTI-MEDIA KITS

Ginn and Co., Urban Action-Planning for Change.

RECORDS

Warren-Schloat, Folk Songs in American History, Set 1 and 2.

TRANSPARENCIES

Denoyer Geppert, Our Democracy Cartovue Transparencies, Book 1 and 2, (Set of 66).
Ginn and Co., American History Transparencies, Huthmacher, Part I, (A and B).
Ginn and Co., American History Transparencies, Huthmacher, Part II, (A and B).

SOCIAL SCIENCE SCOPE AND SEQUENCE
GLOBAL HISTORY

INTRODUCTION

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GLOBAL HISTORY

CONCEPTS	SKILLS
	The student should:
1. Unrecorded history is followed by the appearance of six centers of civilization.	distinguish early civilizations, their characteristics and contributions to the development of mankind.
2. Major migrations of men have been caused by political, economic, social, and religious factors.	recognize man's basic needs and his desires to overcome those forces which interfere with his self-fulfillment as a unique person.
3. From the invention of the wheel to the space walk on the moon, man has used his creative powers to better himself and his environment.	identify the major inventions and the importance of each.
4. Understanding the basic similarities of all men brings one to discount the racial myth.	compare and contrast the expression of the basic characteristics of all men and formulate an hypothesis about the racial myth.
5. There are many religions and philosophies in the world today. Some values are common to all.	compare the principal religious movements in the world, their proponents, their teachings and the basic values held by each.
6. Various forms of government have emerged. Democracy is not unique to this period of history.	differentiate the various forms of government, identify the characteristics of each and assess their influence on the growth of a country.
7. Economic organization extends from barter to money economies. In the 20th century, the two major economic systems are in conflict.	compare the advantages and disadvantages of several economic systems.
8. As a people develop a sense of unity, a spirit of nationalism permeates their organization.	determine the steps a nation takes before its people experience a sense of unity.

GLOBAL HISTORY

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
express appreciation for the works of earliest cultures.	1. Make a slide and tape presentation of an early civilization showing its characteristics and contributions.
form a judgment as to the responsibility of man to his fellow man when force is used to achieve a goal.	2. On a large map show the migration of peoples in Europe, Asia, and the Americas. Date these migrations and explain their causes.
be sensitive to the effects of man's ingenuity on the progress and industrial growth of a modern nation.	3. Direct students to choose a country and report on those inventions which changed the course of its history.
express in a meaningful way his belief in the rights of all men.	4. Examine the art, music, and literature of several western and non-western cultures. Compare their contributions to the world.
deepen his religious convictions..	5. Direct students to make a set of transparencies with overlays showing: major religions of the world, place of origin, and extent of influence.
be committed to the principles of the democratic form of government.	6. Trace the development of government in one country.
weigh the effects of capitalism and socialism on the international community.	7. Have a panel of students discuss the success of socialism. Compare it to the free enterprise system.
show mature attitudes toward evolving nations in their role in contemporary society.	8. Have students study the rise of nationalism in various countries. List the good and bad effects of nationalism in two or more countries.

GLOBAL HISTORY

CONCEPTS	SKILLS
	The student should:
9. The phenomena of colonialism and imperialism have led to the rise and the decline of civilizations.	demonstrate by concrete examples the relationship between colonialism and imperialism and the effect of each on people.
10. Conflicts among groups can be resolved through war or through peace-keeping international organizations.	assess man's efforts to promote peace and harmony among groups in conflict.
11. Man's creative spirit is evident in his philosophic, artistic, literary, political and scientific contributions and inventions.	select and appraise the philosophic literary, artistic, scientific, political, and inventive contributions of the major world civilizations.
12. A variety of natural resources and the creation of capital are essential to the development of an industrial nation.	compare the natural resources and amount of available capital in pre-industrial and post-industrial societies.
13. Industrialization and modern technology have contributed to the arms race and man's distrust of his fellow man.	trace the build-up of weaponry and the effect of stock-piling on man's attitude toward his fellow man.
14. Systems of education have evolved as man attempts to meet the needs of society.	show the relationship between education and the rising expectations of peoples.
15. The search for peace has been hampered by conflicting ideologies and the rising expectations of many peoples of the world.	specify peace proposals and recommend ways for men to live in peace.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
be sensitive to the evolutionary process at work as cultures peak, decline, and disappear.	9. Have the students research the colonial or imperialistic aims of a country.
acquaint himself with the various international organizations which foster peace and harmonious cooperation.	10. Direct the students to conduct a mock UN Pan African Conference, League of Nations, etc.
appreciate and enjoy the cultural contributions of other peoples.	11. Write a biography of one person famous in global history since 1900. Give reasons for your choice.
form judgments as to the responsibility to conserve natural resources and to be alert to the role of developing nations as they utilize their resources.	12. Debate: Free world trade is a solution to the ills of the world.
be aware of the political, social and economic aspirations of preindustrial nations.	13. Make a collage showing the cost of war in human and natural resources.
accept responsibility for his own education.	14. Direct the students to gather data on several of the educational systems. Make a chart to compare information.
develop a plan to bring about peace among nations in conflict.	15. Discuss ways in which the United States might bring about better diplomatic relations with China, U.S.S.R., Cuba, Chile, etc.

GLOBAL HISTORY

Basic Texts

Low Reading Level	Holt & O'Connor. *Exploring World History*. Globe Book Company, 1969.
Low to Average Level	Leinwand. *The Pageant of World History*. Allyn & Bacon, Inc., 1971. Michaelis, et al. *Asian Inquiry Program*. Field Educational Publications, Inc., 1969. Schwartz & O'Connor. *Exploring a Changing World*. Globe Book Co., Inc., 1966.
Average Reading Level	Mazour & Peoples. *Men & Nations*. Harcourt, Brace & World Co., 1968. Petrovich & Curtin. *The Human Achievement*. Silver Burdett Co., 1970. Rogers, Adams & Brown. *Story of Nations*. Holt, Rinehart & Winston, Inc., 1968. Wallbank & Schrier. *Living World History*. Scott, Foresman & Co., 1969. Roehm, Buske, Webster & Wesley. *Record of Mankind*. D.C. Heath Co., 1970. Neill. *Story of Mankind*. Holt, Rinehart, Winston Co., 1968. Jones & Murphy. *Geography and World Affairs*. Rand McNally & Co., 1971. Alweis et al. *New Dimensions of World History*. Jan Nostrand, 1969. Kolevzon. *The Afro-Asian World: A Cultural Understanding*. Allyn & Bacon, 1969.
Average to Superior Reading Level	Stavrianos, et al. *A Global History of Man*. Allyn & Bacon, Inc., 1970. Roselle. *A World History - A Cultural Approach*. Ginn & Co., 1966.
Superior Reading Level	Hayes & Faissler. *Modern Times*. The Macmillan Co., 1969. Ewing, Ethel. *Our Widening World*. Rand McNally, 1967. Hayes & Clark. *Medieval & Early Times*. The Macmillan Co., 1966. Hayes & Hancom. *Ancient Civilizations*. Macmillan Company, 1968.

GLOBAL HISTORY

Supplementary Books

Vatican II -- *Pastoral Constitution - Men & Nations*. Holt, Rinehart & Winston, 1968.

Amoss, Harold. *The Story of Afghanistan*. (Global Culture Series). Kansas: McCormick-Mathers Publishing Co., Inc., 1965.

Anderson, Howard R. (ed.). *Man's Unfinished Journey: A World History*. Boston: Houghton Mifflin Co., 1971.

Anvil Series, Van Nostrand, 1965.

Baker, Elizabeth A. *The Story of Indonesia*. (Global Culture Series). Kansas: McCormick-Mathers Publishing Co., Inc., 1965.

Bantam Inquiry Study Center, 20 West 43rd Street, New York, New York.

Beck, Ruth R. *The Story of Pakistan*. (Global Culture Series). Kansas: McCormick-Mathers Publishing Co., Inc., 1966.

Belasco & Hammond. *India-Pakistan*. (Regional Series). New York: Cambridge Book Company, Inc., 1967.

Belasco & Hammond. *The New Africa*. (Regional Series). New York: Cambridge Book Company, Inc., 1966.

Bell, Oliver. *The Two Chinas*. (A Scholastic World Affairs Multi-Text). New York: Scholastic Book Services, 1967.

Brundage, James A. (ed.). *Problems in European Civilization: The Crusades*. D.C. Heath & Co., Indiana, 1964.

Bryant, Maynard, et al. (ed.). *Japan*. (An Area Study). Connecticut: American Education Publications, Inc., 1969.

Burack, Boris & Thiffault, George (eds.). *Changing Latin America.* (An Area Study.). Connecticut: American Education Publications, Inc., 1966.

Burke, Fred. *Africa*. Boston: Houghton Mifflin Co., 1970.

Burke, Fred (ed.). *Africa: Selected Readings*. Boston: Houghton-Mifflin Co., 1969.

Cohan, George. *Collective Security in the 1930's*. (The Amherst Project). Addison-Wesley Publishing Co., 1970.

Cumberland, Charles C. (ed.). *Problems in Latin American Civilization: The Meaning of the Mexican Revolution*. D.C. Heath & Co., Indiana, 1967.

Daniels, Robert V. (ed.). *Problems in European Civilization: The Stalin Revolution*. D.C. Heath & Co., Indiana, 1965.

Fenton. *32 Problems in World History*. Scott, Foresman, 1969.

Fersh, Seymour, (ed.). *India and South Asia*. (Culture Regions of the World Series). The Macmillan Co., 1965.

Fersh, Seymour. *The Story of India*. (Global Culture Series). Kansas: McCormick-Mathers Publishing Co., Inc., 1965.

Fischer, Stephen J. (ed.). *World Areas Today: China and India*. Harcourt Brace Jovanovich, Inc., 1970.

Foreign Policy Association. *Great Decisions*, 1970.

Forman, Brenda-Lu. *The Story of Thailand*. (Global Culture Series). Kansas: McCormick-Mathers Publishing Co, Inc., 1966.

Foster, Philip. *Africa*. (Culture Regions of the World Series). New York: The Macmillan Co., 1968.

Graff & Hammond. *Southeast Asia*. (Regional Series). Cambridge Book Company, Inc., New York, 1967.

Greenlaw, Ralph W. (ed.). *Problems in European Civilization: The Economic Origins of the French Revolution*. D.C. Heath & Co., Indiana, 1958.

Groisser, Philip L. *Mastering World History*. New York: Keystone Education Press, 1966.

Gross, Richard. *Man's World*. (A Scholastic World Affairs Multi-Text). New York: Scholastic Book Services, 1966.

Hallett, Robin. *Africa to 1875.* Ann Arbor: The University of Michigan Press, 1970

GLOBAL HISTORY

Supplementary Books, (Continued)

Hanscom, Hellerman, Posner. Readings in Ancient History. (Voices of the Past Series). The Macmillan Co., 1967.

Hanscom, Hellerman, Posner. Readings in Medieval and Early Modern History. (Voices of the Past Series). The Macmillan Co., 1967.

Hanscom, Hellerman, Posner. Readings in Modern History. (Voices of the Past Series). The Macmillan Co., 1967.

Harris, Jonathan. Hiroshima. (The Amherst Project). Addison-Wesley Publishing Co., 1970.

Harris, Jonathan et al. (eds.). Hiroshima. (A Study in Science, Politics, and the Ethnics of War). California: Addison-Wesley Publishing Co., 1970.

Herzstein, Robert E. (ed.). Problems in European Civilization: The Holy Roman Empire in the Middle Ages. D.C. Heath & Co., Indiana, 1966.

Holmes, Lowell D. The Story of Samoa. (Global Culture Series). Kansas: McCormick-Mathers Publishing Co., Inc., 1967.

Higgins, Benjamin & Jean. World Areas Today: Japan and Southeast Asia. Harcourt, Brace & World, Inc., 1969.

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Salvatore, Victor (ed.). Africa. (An Area Study). Connecticut: American Education Publications, Inc., 1970.

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American Book Company, Audio Educational Department, 55 Fifth Avenue, New York, New York.

The Cleveland Press, 901 Lakeside Avenue, Cleveland, Ohio 44114.

Current Affairs Films, 527 Madison Avenue, New York, New York.

Curriculum Film Strips. Distributed by Education Projections, Inc., 10 East 40th Street, New York, New York.

Educational Audio-Visuals, Inc., 29 Marble Avenue, Pleasantville, N.Y.

Encyclopedia Britannica Films. 1150 Wilmetta Avenue, Wilmette, Illinois.

Enrichment Teaching Materials. 246 Fifth Avenue, New York, New York.

Eyegate House, Inc., 146-01 Archer Avenue, Jamaica, New York.

Jim Handy Organization. 2821 East Grand Blvd., Detroit, Michigan.

Heritage Film Strips, Inc., 89-11 63rd Drive, Rego Park, New York.

Informative Classroom Picture Publishers, 31 Ottawa Avenue, N.W., Grand Rapids, Michigan.

Life Magazine, Filmstrip Division, Time & Life Building, Rockefeller Center, New York, New York.

GLOBAL HISTORY

Filmstrips - Continued

McGraw-Hill Book Company, Filmstrip Division, 330 West 44th Street, N.Y., N.Y.
New York Times, Office of Education Activities, 229 W. 43rd Street, N.Y., N.Y.
Rand McNally & Company, Education Division, P.O. Box 7600, Chicago, Illinois.
Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois.
Teaching Film Custodians, 25 W. 43rd Street, New York New York.
Guidance Associates, Pleasantville, New York 10570.

Motion Pictures

Audio-Visual Center, Kent State University, Kent, Ohio 44240.
Cleveland Public Library, Department of Films, 325 Superior Avenue, Cleveland, Ohio.
Cleveland Public Schools, Bureau of Visual Education, 2026 Murray Hill Road, Cleveland, Ohio 44106.
Screen News Digest, c/o Mr. Walter T. Powers, Sales Promotion, The May Company, Cleveland, Ohio.
History Films, Indiana University-Visual Center, Bloomington, Indiana 47401.
History of Man Film Guide, McGraw-Hill Company, 330 West 42nd Street, New York, New York 10036.

Multi-Media

Guidance Associates: Japan - Emergence of a Modern Nation.
China In Crisis.
China In Perspective.
Imperial Film, Lakeland, Florida 33803.
Warren Schloat, Pleasantville, New York 10570.

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Japan Report. 1971. Write to: Japan Information Service, Consulate General of Japan, 235 East 42nd Street, New York, New York 10017.
India News. 1971. Write to: The Information Service, Embassy of India, 2107 Massachusetts Avenue, N.W., Washington, D.C.
Focus of Asian Studies. (Newsletter). 1971. Write to: Service Center for Teachers of Asian Studies, Association for Asian Studies, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210.
Department of State Public Information Materials, Office of Media Service, Washington, D.C. 20520.
Public Information Department, United Nations, New York, New York.
Current Affairs Case Study, Newsweek, 444 Madison Avenue, New York, New York.
African-American Institute, 866 United Nations Plaza, New York, New York 10017.

GLOBAL HISTORY

Records

Audio-Aids, Saddle River, New Jersey.
Stanley Bowmar Company, 12 Cleveland Street, Nalhalla, New York.
Columbia Records Sales Corp., Educational Department, 799 Seventh Avenue, New York, New York.
Educational Record Sales, 157 Chambers Street, New York, New York.
Folkways Records, 117 West 46th Street, New York, New York.
"Week in Review", Gateway Recordings, Inc., Public Affairs Division, 234 Forbes Avenue, Pittsburgh, Pa. 15222.
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts.
Libraphone, Inc., Long Branch, N.J.
Listening Library, Long Branch, N.J.
RCA Victor Educational Sales, 155 East 24th Street, New York, New York.

Simulation

Dangerous Parallel Simulation Game, Scott Foresman and Company.
Scholastic Social Studies, 904 Sylvan Avenue, Englewood Cliffs, New Jersey.

Tapes

Audio Visual Center, Kent State University, Kent, Ohio.
British Information Service, 30 Rockefeller Plaza, New York, New York.
Free Tape Service, Department of Religion, University of Dayton, Dayton, Ohio.
National Gallery of Art, Washington, D.C.
National Tape Repository, Bureau of Audio-Visual Instruction, Stadium Building, Room 348, University of Colorado, Boulder, Colorado.
School of the Sky, Indiana University, Bloomington, Indiana.

Transparencies

Tecnifay Corporation, 195 Appleton Street, Holyoke, Massachusetts 01042.
Rand McNally & Company, Evanston, Illinois 60202.
Harcourt, Brace & World, 757 Third Avenue, New York, New York.
Fenton Series, Scott Foresman.
General Aniline Film Corporation, 140 West 51st Street, New York, New York 10020.
A. J. Nystrom Company, 3333 Elston Avenue, Chicago, Illinois 60616.
Demco Instructional Materials, Box 1488, Madison, Wisconsin.

SOCIAL SCIENCE SCOPE AND SEQUENCE
AMERICAN HISTORY

INTRODUCTION

The value of the curriculum lies in its effectively meeting the needs of each student under the able direction of an enthusiastic teacher. It is a natural process for man to think conceptually. The interdisciplinary approach to the social science program will enable teachers to guide students in the discovery of important concepts to help them meet their needs in this rapidly expanding and changing world.

The "covering" of as much factual information as possible, in a definite chronology, through the use of a single text of hundreds of pages, has been traditional. In contrast to this the conceptual approach recognizes that understandings, skills, attitudes, and values are all interlocking aspects of the total learning experience.

In the conceptual approach teachers, after presenting the introductory material, may select that content through which concepts can be further developed or reinforced. Through the use of multiple texts, various resources, a diversity of activities and various multi-media, the student will be stimulated and caught up in the joys of learning.

Manuals are rich in suggestions for teaching. Teacher references, supplementary student books, other printed materials, and audio-visual aids are among the wealth of resources included in most manuals. Because of the constant updating of these materials teachers are advised to contact the various distributors for revised lists of their publications.

The daily newspaper is an invaluable source of information for both teacher and student. Every community has resources available such as: museums, libraries, points of historical, geographical, and cultural interests. These should be utilized.

AMERICAN HISTORY

CONCEPTS	SKILLS
	The student should:
1. Many factors led people to come to the United States.	gather data and formulate an hypothesis about the importance of some factors which led people to the United States.
2. Freedom is not license.	compare the characteristics of freedom and license.
3. Revolutions are caused by many interacting forces.	examine factors which cause freedom-oriented people to revolt.
4. The Constitution of the United States is the embodiment of the law as perceived by the Founding Fathers.	examine the Constitution as the expression of American political and social action.
5. Religious beliefs played an important role in the development of American political and social values.	evaluate the role of religious beliefs in the expression of American political and social action.
6. A nation built on slave labor cannot endure.	contrast the social conscience of Americans in the 19th and 20th Century on their attitudes toward slavery.
7. Compromises built on unjustice cannot last.	compare compromises which lead to disunity and those which promote the well being of a nation.
8. The struggle for freedom, equality, and justice has characterized social and political life in America.	discuss the struggle for freedom and its impact on social life in America.
9. Manifest destiny was an outgrowth of colonial experiences and frontier expansion.	compare expansionist policies of pre-industrial and post-industrial countries.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
exhibit toleration of those who move into his community.	1. Conduct a panel discussion on the political and religious purposes for colonization on the part of the Spanish, the French and the English in North America.
be alert to the fact that freedom fosters liberty and license fosters slavery.	2. Read and discuss the first part of Justice Fortas' CONCERNING DISSENT. Compare this concept with that of Puritan leaders.
appreciate life in a free society.	3. Gather data on the causes of the American, French and Russian Revolutions. Formulate an hypothesis about the basic causes of revolution.
be alert to the influence of the Constitution of the U.S. on one's daily life.	4. Some Americans believe that the U.S. Constitution is in need of revision. Write a new BILL OF RIGHTS which would fulfill the needs of 20th century Americans. Account for changes from the original Bill of Rights.
be alert to and tolerant of the religious beliefs of men.	5. Negro spirituals had political meanings which embodied the basic desires of the black man for freedom. Research several Spirituals and give their religious and political meanings.
express appreciation of those who are working for the freedom of man.	6. Read several chapters of Wade's SLAVERY IN THE CITY. Compare the role of the black man then and now.
exhibit committment to America and the ideals of a free society.	7. Conduct a panel discussion on the role which controversy plays in a democracy.
show a mature, christian attitude toward those still struggling for freedom, equality, and justice.	8. Read a biography about a black leader of the mid-nineteenth century. Compare his ideas with those of a 20th century black leader.
be alert to conditions which contribute to expansionist policies.	9. Rugged individualism characterized the men who pushed the frontier westward. Compare their courage in conquering the unknown with the courage of the astronauts probing space.

AMERICAN HISTORY

CONCEPTS	SKILLS
	The student should:
10. Urban society has played an important role in shaping America and its values.	gather data on cities and formulate an hypothesis about urban problems.
11. Economic development of the United States has occurred within a free enterprise system.	compare factors contributing to the rapid economic growth of the United States with those of a newly independent nation.
12. Some unscrupulous business practices of large corporations were halted by political activists who demanded social reform.	examine business practices and show how they have influenced national problems today.
13. American foreign policy has been characterized by both isolationism and intervention.	specify ways in which isolation and interventionist policies have affected our relations with European powers.
14. Change is often accompanied by conflict when new ideas and redistribution of political and economic power threaten the security of the people.	interpret the causes of social and political conflict in the United States in the early decade of the 20th century.
15. The world today is the product of World War II.	evaluate the effect of World War II on the military policy of nations today.
16. The United States responded to Soviet expansion with a new foreign policy.	explain how containment conditions coexistence.
17. Loyalty, integration, and social change are characteristic of contemporary society.	utilize the daily paper to become informed about contemporary society.
18. The problems of pre-industrial nations have affected American foreign policy.	propose policies for the United States in her relations with pre-industrial nations.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
judge your city's problems and develop plans to alleviate them.	10. Prepare a collage of your city illustrating its appearance today and 50 years ago. Tell how today's problems are rooted in the past.
perceive the value of the free enterprise system.	11. Draw a diagram showing the components of a free market economy. List factors which exhibit the working of the free market.
be sensitive to the role of social reformers in affecting change.	12. Select newspaper cartoons related to aspects of big business today. Research cartoons found in newspapers at the turn of the century. Is the message the same? Why or why not?
weigh alternatives to involvement in foreign affairs.	13. During World War I both the Germans and the British used propaganda to sway nations to their "cause." Discuss propaganda: its meaning, techniques, its merits, its possible effects on foreign policy.
be conscious of the relationshop between conflict of ideas and power politics.	14. Foreign affairs are frequently the subject of newspaper cartoons. Select cartoons of the early decades of the 20th century and explain the cartoonist's message in each.
weigh alternatives to the arms race.	15. Write a research paper on the military policy of the U.S. since 1940.
be alert to change in U.S. Soviet relationships.	16. Trace the development of the U.S. foreign policy toward the U.S.S.R. since 1932. How do historians account for the changes which have occurred?
express the loyalty to America and show willingness to cooperate in the solving of current problems.	17. Prepare a tape filmstrip presentation of American society in 1940, 1950, 1960 and 1970. Include art; music, dress, and historical highlights of each decade.
perceive the need to support pre-industrial nations.	18. Direct students to form a task force on U.S. foreign policy. Have them prepare a set of goals for the U.S. Direct them to defend these goals before the class.

CONCEPTS	SKILLS
	The student should:
19. The preservation of the environment is a crucial problem today.	specify ways to assist in environmental control.
20. Justice, freedom, and equality are volatile issues in a contemporary society.	assess the validity of political actions performed to secure justice, freedom, and equality.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
actively participate in promoting environmental control.	19. Preservation of natural resources is of crucial importance to America. Direct students to draw up a plan for control of pollution in their city. They may further discuss ways to implement this.
be conscious of the role of political activists in affecting change.	20. The radical right as well as the radical left have been accused of extremism. Using Senator Goldwater's statement "Extremism in defense of liberty is no vice," have the students discuss political extremism in the United States.

AMERICAN HISTORY

Basic Texts

Low Reading Level	Abramowitz, Jack. American History. Follett Educational Corp., 1971. Bronz, Moon, Cline. The Challenge of America. Holt, Rinehart & Winston, 1968.
Low to Average Reading Level	Davis, Bertha, et al. Background for Tomorrow: An American History. The Macmillan Co., 1969. Kownslar and Frizzle. Discovering American History. Holt, Rinehart & Winston, 1970.
Average Reading Level	Madgic, et al. The American Experience. Addison-Wesley, 1971. Wade, Wade and Wilder. A History of the U.S. Houghton Mifflin Co., (2 Vols.), 1971. Allen and Betts. History: U.S.A. American Book Co., 1971. Link. Growth of American Democracy. Ginn and Co., 1968. Todd and Curti. Rise of the American Nation (2 Vols.). Harcourt-Brace, 1968.
Average to Superior Reading Level	Bartlett, Fenton, Fowler, Mandelbaum. A New History of the U.S.: An Inquiry Approach. Holt, Rinehart, Winston, 1969. Bragdon, Cole, McCutchen. History of a Free People. Macmillan Co., 1970. Todd and Curti. Rise of the American Nation. Harcourt, Brace and World, 1969. Freidel and Drewry. America: A Modern History of the U.S. D.C. Heath and Co., 1970.

Supplementary Books

Bailey. The American Spirit. D.C. Heath & Company, 1967.
Cox, Koberna, Nassif. Change & Progress. John Wiley & Sons, 1969. Other Titles: Revolution & Response., Challenge & Promise.
Cox, Koberna, Nassif. Power & Prosperity. John Wiley & Sons, 1969.
Cuban. The Negro in America. Scott Foresman, 1964.
Cummins & White. American Frontier. Benziger Brothers, 1968.
Feder & Allen. Viewpoints: U.S.A. American Book Company, 1967.
Gordon, Irving. Review Text In American History. Amsco School Publications, 1968.
Gould. Challenge & Change. Readings in American History, 1969.
Iman, Koch. Labor in American Society. Scott Foresman, 1965.
Mandelbaum. The Social Setting of Intolerance. Scott Foresman, 1964.

AMERICAN HISTORY

Supplementary Books, continued.

Morris. Significant Documents in U.S. History, Vol I & II. Van Nostrand Reinhold, 1969.

New Dimensions in American History. D.C. Heath. Titles: Ratification of the Constitution., Monroe Doctrine., Andrew Johnson., British Views of American Revolution.

Rattner. Reform In America. Scott, Foresmann, 1964.

Scholastic Great Issues Series., Scholastic Book Company. Titles: Monroe Doctrine., U.S. War with Spain., Appeasment 1930's., Woodrow Wilson., American Civil War., McCarthy Era., Hamilton vs. Jefferson., Wets and Drys., Pioneer vs. The Wilderness., Mac Arthur vs. Truman., States Rights vs. Federal Power.

Sperling. Great Depressions. Scott Foresman, 1966.

Vaughan. American History. Cambridge Book Company, Two Parts.

Filmstrips

Encyclopedia Britannica Educational Corp., The American Revolution, (16 min.).
The Civil War, (16 min.).
The Declaration of Independence by the Colonies, (20 min.).
The Great Debate: Lincoln vs. Douglas, (30 min.).
The Industrial Revolution, (23 min.).
The Plantation South, (17 min.).
The Rise of Labor, (30 min.).
World War I, (28 min.).
World War II, (29 min.).

N.E.T. Film Service - Indiana University, America in the 70's, (Series on 12 critical issues).

New York Times Services Division, The Color of Justice, (26 min.).
Oh, Freedom!, (History of Civil Rights in U.S.). (26 min.).
Valley Forge: "No Food, No Soldier."

Educational Record Sales, Ethnic Filmstrips,(series). American History Filmstrips.

Multi-Media Kits

McGraw-Hill Book Co., Package No. 1, Profile Study Unit.
Package No. 2, Presidential Study Unit.

Records

Educational Record Sales, Ethnic Folkway Library.
American History in Ballad and Song.
American History to World War II.
Black America.
Black Man's Struggle.
Great American Speeches.
Minority Party in America.
Supreme Court Cases, Vol. I and Vol. II.

AMERICAN HISTORY

Simulation Games

Scott, Foresman and Co., Dangerous Parallel.
SRA - ABT Association, American History Games.
Western Publishing Co., Democracy.
Ghetto.

Sound Filmstrips

Guidance Associates of Pleasantville, N.Y., Emergence of the U.S. As a World Power. (3 strips and 3 records).
Foreign Aid. (2 strips and 2 records).
The Great Depression: 1929-1939. (2 strips and 2 records).
The Growth of the Labor Movement.(2 strips and 2 records).
The Reckless Years: 1919-1929. (2 strips and 2 records).
Westward Expansion. (2 strips and 2 records).
Warren-Schloat Productions, Inc., Folk Songs in American History, I and II.
Folk Songs and the Declaration of Independence.
Minorities Have Made America Great, I and II.
Exploring the Myths of Prejudice.
Our Living Bill of Rights.
Rush Toward Freedom.

Tapes

U.S. Department of State Briefing Tapes. Inquire: Distribution Control Services
Room 5819
Department of State
Washington, D.C. 20520

Transparencies

Educational Record Sales, Historical Outline Maps.
Ginn and Co., Map Transparencies.
Ginn and Co., American History Transparencies, Parts I and II, Huthmacher.

SOCIAL SCIENCE SCOPE AND SEQUENCE
GOVERNMENT

INTRODUCTION

The value of the curriculum lies in its effectively meeting the needs of each student under the able direction of an enthusiastic teacher. It is a natural process for man to think conceptually. The interdisciplinary approach to the social science program will enable teachers to guide students in the discovery of important concepts to help them meet their needs in this rapidly expanding and changing world.

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GOVERNMENT

CONCEPTS	SKILLS
	The student should:
1. If man is perfect, there is no need for government. However, man is not perfect and must have government.	contrast a society without government with one which is governed.
2. Various types of political institutions and ideologies exist which are in contrast to the American form of government.	be able to contrast political systems different from his own.
3. Individual rights of man come from natural law.	classify rights provided by the Bill of Rights, and develop corresponding duties which accompany these rights.
4. The U. S. Constitution is a guideline for the present times; states have constitutions, cities have ordinances.	demonstrate changes in the interpretation of the federal Constitution, in your state constitutions, and local ordinances within the last year.
5. Power is divided among the branches of government, and is further divided among federal, state, and local governments.	peel away the layers of government to find governmental branches or agencies responsible for a specific governmental service.
6. American government is regulates or limited by the power which citizens give to it.	formulate a list of those functions of government necessary for man to live in modern society.
7. In a democratic system many factors and processes influence the selection of leaders.	explain the method of election of candidates for political office, tell where one finds information on registration and voter eligibility.
8. A democracy can only work with an intelligent electorate.	make judgments as to what is political fact or fiction.

GOVERNMENT

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
believe in importance of government.	1. Present a panel on the necessity of government for the safety, protection, and well-being of its citizens.
appreciate his own form of government, be tolerant of other forms and weigh alternatives to the various types of government.	2. Do research into a political system different from that of the United States. Describe or illustrate how that system is different from or like the U.S.
have an appreciation of his own rights as an individual and his responsibilities as a Christian to his fellow man.	3. Bring to class a newspaper and/or magazine article which deals with man's rights as listed in the Bill of Rights. Be prepared to discuss the article.
believe in the importance of the Constitution and laws as a guide to American political life.	4. Review one decision of the Supreme Court and relate to the class 1) what the case is about,2) the decision of the court, and 3) why the decision is important or how it changes the interpretation of the Constitution.
form judgments as to the responsibility of government to the citizen.	5. Role play a problem which citizens may face, e.g., if they want to build a land fill next to you how would you stop them.
appreciate the vast responsibilities of government.	6. Make a list of those functions which are best handled by the government vs.those functions which are best handled by private sources. Be ready to defend your choices.
make plans to become a voter.	7. Make a booklet for new citizens on facts and procedures they should know in order to vote in Ohio on local, state, and national candidates and issues.
weigh alternate candidates and issues to prepare to vote intelligently.	8. Write a brief review of candidates or special interest groups -- identify obvious fiction in their statements.

CONCEPTS	SKILLS
	The student should:
9. Issues which demand action on our part will constantly face us in the years to come.	demonstrate his ability to know where to find the names and addresses of his representatives at various levels of government.
10. Laws and policies are made by elected officials and affect our everyday life.	demonstrate how laws and policies are really made and the necessity of compromise.
11. Ideas for political action must be developed in clear logical fashion.	develop a position paper on an issue and be able to write an intelligent letter to his representative.
12. Political systems are most responsive at those levels that seem to affect the citizens directly.	contrast how various levels of government are less known when compared with those which are more in the news, e.g., federal vs. county government.
13. Regionalism and minority interest groups have an effect on government.	explain the role of minority groups, lobbying groups, and other political influences as part of the political scene.
14. Government is an expensive business and various levels of government seek revenue in various ways to provide those services demanded of government.	identify sources of revenue at various levels of government and be able to compare and contrast the value of the service with the total cost.
15. Certain factors can make government more efficient and less costly, e.g., inter-governmental cooperation, metropolitan government, etc.	describe how certain changes in governmental structure can bring about a more efficient government.
16. The president has grave responsibility and great influence; at the same time the executive branch of government has branched into many departments.	compare and contrast the departments and agencies under the President as compared with those of the Governor or the Mayor.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
be aware of the necessity of responsible participation in political affairs.	9. Have students form committees to map out strategies on how to become political activists.
be aware of how laws and policies are made at various levels of government.	10. Conduct a mock senate with lobbyists, etc., on a current issue.
attempt to identify characteristics necessary to present testimony.	11. Have the students make a tape of testimony which is to be presented to a senate committee or to the city council.
make judgments about various levels of government with suggestions to possible reform in governmental structure.	12. Students should invite a speaker to discuss intergovernmental responsibilities at the various levels of government.
become sensitive to the problems of regionalism and minority interest groups.	13. Have a lobbyist or a member of a minority group talk to the class about his expectations for a democratic society.
realize that final responsibility to finance services rests upon the taxpayer. A judgment must be made as to the value of service provided.	14. Have the class form committees and make presentations using transparencies, on income and revenue for city, county, state, and national government.
be aware that alternatives can be found to provide more efficient government.	15. Debate -- Resolve that there should be one form of local government; the county or system rather than cities and townships.
realize the importance in slecting not only a good man, but also a capable administrator to the executive branch of government.	16. Have the student make a brief tape and slide presentation regarding one department and agency under the control of the president, the governor and the mayor.

GOVERNMENT

CONCEPTS	SKILLS
	The student should:
17. Laws are interpreted by the courts depending on their jurisdiction.	classify jurisdiction of cases presented to the proper court of jurisdiction.
18. Decisions of the courts are not only based on the letter of the law, but also on precedent, interpretation, socio-economic factors, and political philosophies.	discuss a current case and its interpretation and how it affects the written law.
19. Citizens of the United States are also citizens of the world.	relate the role of the United States in a complex world and the position of leadership.
20. Citizens must be active in local, civic, and church organizations.	discuss and plan how progress can be made by being active in the community.
21. Catholic schools prepare students for democratic society with a valued centered education at a savings to the taxpayer.	demonstrate the necessity of alternate forms of education, the justice in seeking tax funds for secular aspects of this education, and tell how education is financed.

ATTITUDES	SUGGESTED ACTIVITIES
The student should:	
have an awareness of the court system.	17. Make a list of local, state, and federal courts of the land. Give an example of an actual court case heard in each of these courts.
have an appreciation of the work of courts to maintain freedom and justice under the law.	18. Invite a judge or an attorney to come in to discuss court cases which have been recently decided.
be committed to his fellow man in any part of the globe.	19. Direct the students to form and conduct a mock United Nations.
be active in local, civic, and church organizations.	20. Take some pictures or slides that show the needs of the community. Have groups of students visit federal and state offices, city council and council commissioners' meetings to discuss these needs.
believe in the importance and the contribution of non-public schools and show willingness to support this system of education.	21. Discuss the necessity of the Catholic school student in a leadership role today.

GOVERNMENT

Basic Texts

Low Reading Level	Felder. The Challenge of American Democracy. Allyn and Bacon, Inc., 1970. Ludlum, et al. American Government. Houghton Mifflin, Co., 1969.
Average Reading Level	Rienow. American Government to Today's World. D.C. Heath Co., 1965. Hughes, R. Today's Problems. Allyn and Bacon, Inc., 1967. Steinberg, S. Understanding American Government and Politics. Keystone Education Press, 1967. Ludlum, et al. American Government. Houghton Mifflin Co., 1969. Bollens. Communities and Government in a Changing World. Rand McNally and Co., 1966. Ebenstein and Mill. American Government in the Twentieth Century. Silver Burdett Co., 1971.
Average to Superior Reading Level	Brown, Peltier. Government in Our Republic. Macmillan Co., 1967. Magruder, Frank. American Government. Allyn and Bacon, Inc., 1969.
Superior Reading Level	A Curriculum Focused on Thinking Reflectively About Public Issues. Houghton Mifflin Co., 110 Tremont St., Boston, Mass. 02107. American Political Behavior Course. Ginn and Co., Statler Bldg., Boston, Mass. 02117 Comparative Political Systems Course. (Holt Social Studies Curriculum - HSSC). Holt, Rinehart, and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017. The Price of Freedom Course (Concepts and Inquiry Curriculum). Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 02210. The Amherst Project. Addison-Wesley Publishing Co., 2725 Sand Hill Road, Menlo Park, Calif. 94025.

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Supplementary Books

Bell, Jack. The Presidency: Office of Power. Allyn and Bacon, Inc., 1967.
Cohen, Schwartz, Sobul. The Bill of Rights. Benziger, 1968.
Gibson, John S. Legislation. New York, 1971.
Gordon, Milton M. (ed.). Ethnic Groups in American Life. Prentice-Hall.
Hoover, J. Edgar. Masters of Deceit. Pocket Books, Inc.
Lahr, Raymond M. and Theis, J. William. Congress: Power and Purpose on Capitol Hill. Allyn and Bacon, Inc., 1969.
Miles, Frank and Pearson, Craig. Political Parties in the United States. (An Area Study). American Education Publications, Inc., 1968.
Mill, Edward. Liberty and Law. Silver Burdett Co., 1971.
Mill, Edward. Politics and Progress. Silver Burdett Co., 1971.
O'Donnell, James (ed.). Dissent and Protest. (An Area Study). American Education Publications, Inc., 1970.
Plano, Greenberg. American Political Dictionary. Holt, Rinehart and Winston, 1967.
Pruden, Durward and Locker, Philip. Democracy, Capitalism, and Communism. Oxford Book Co., 1968.
Quigley, Charles and Longaker, Richard. Voices for Justice. Ginn and Co., 1970.
Ribicoff, Abraham and Newman, Jon. Politics: The American Way. Allyn and Bacon, Inc., 1969.
Seely, Gordon M. Education and Opportunity. Prentice-Hall, Inc., 1970.
Sobul, D. The Bill of Rights: A Handbook. Benziger Bros., 1969.
Tucker, Pearson, et al. (eds.). Liberty Under Law. (An Area Study). American Education Publications, Inc., 1969.
-----. Bantam Inquiry Study Centers. 20 West 43rd Street, New York 10036.
-----. Current Events Yearbook. (An Area Study). American Education Publications Inc., 1970.
-----. Oxford Social Studies. Oxford Book Co. (Pamphlets).

Films and Filmstrips

American Iron and Steel Institute, 150 East 42nd Street, New York 10017.
(Association) Association Films, Inc., 600 Madison Avenue, New York 10022.
(Bailey) Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood, California 90028.
(Bowmar) Stanley Bowmar Co., Inc., 12 Cleveland Street, Valhalla, New York 10595.
(Carousel) Carousel Films, 1501 Broadway, Suite 1503, New York 10036.
(Churchill) Churchill Films, Educational Film Sales Department, 6671 Sunset Blvd., Suite 1520, Los Angeles, California 90028.
(Contemporary) Contemporary Films Inc., 267 West 25th Street, New York 10001.
(Coronet) Coronet Films, Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601.
(EBF) Encyclopaedia Britannica Films Inc., 425 North Michigan Avenue, Chicago, Illinois 60601.
(Eye Gate) Eye Gate House Inc., 146-01 Archer Avenue, Jamaica, New York 11435.
(Joint Council on Economic Education) 1212 Avenue of the Americas, New York 10036.
(Life) Life Filmstrips, Time-Life Building, Rockefeller Center, New York 10020.
(McGraw) McGraw-Hill Book Co., Text-Films Department, 330 West 42nd Street, New York 10036.
(NET) NET Film Service, Indiana University Audio-Visual Center, Bloomington, Indiana 47401.
(NYT) New York Times, Office of Educational Activities, 229 West 43rd Street, New York 10036.
(OEO) Office of Economic Opportunity, Public Affairs Office, 1200 19th Street, N.W., Washington, D.C. 20506.

Films and Filmstrips (Cont'd)

(SVE) Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.
(Sterling) Sterling Educational Films, 241 East 34th Street, New York 10016.
Guidance Associates, Pleasantville, New York 10570.
American Book Company, Audio Educational Department, 55 Fifth Avenue, New York 3, New York.
The Cleveland Press, 901 Lakeside Avenue, Cleveland, Ohio 44114.
Current Affairs Films, 527 Madison Avenue, New York 23, New York.
Curriculum Film Strips, Distributed by Educational Projections, Inc., 10 East 40th Street, New York.
Educational Audio Visuals, Inc., 29 Marble Avenue, Pleasantville, New York.
Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.
Enrichment Teaching Materials, 246 Fifth Avenue, New York, New York.
Eyegate House, Inc., 146-01 Archer Avenue, Jamaica 35, New York.
Jim Handy Organization, 2821 East Grand Blvd., Detroit, Michigan.
Heritage Film Strips, Inc., 89-11 63rd Street, Rego Park, New York.
Informative Classroom Picture Publishers, 31 Ottawa Avenue, N.W., Grand Rapids 2, Michigan.
Life Magazine, Filmstrip Division, Time and Life Building, Rockefeller Center, New York 20, New York.
McGraw-Hill Book Company, Filmstrip Division, 330 West 44th Street, New York, N.Y.
New York Times, Office of Education Activities, 229 West 43rd Street, New York 36, New York.
Rand McNally and Company, Education Division, P.O. Box 7600, Chicago 80, Illinois.
Society for Visual Education, 1345 Diversey Parkway, Chicago 14, Illinois.
Teaching Film Custodians, 25 West 43rd Street, New York 36, New York.

Multi-Media

Economics. (Masters for Spirit Duplication and Overhead Projection). New York: Cowles Communications, Inc., 1970.
Doubleday Multi-Media Materials. 8 mm film loops.
Demco Instructional Materials, Box 1488, Madison, Wisconsin 53701.
Guidance Associates, Pleasantville, New York.

Simulation

Anatomy of U.S. Political Parties. Harcourt, Brace and World.
Foreign Policy Association, 345 East 46th Street, New York, New York 10017.
New York Times. U.S. Government in Action.
Western Publishing, 850 Third Avenue, New York, New York 10022.
1787 Simulation of Constitutional Convention. Olcott Forward, Inc., 234 North Central, Hartdale, New York 10530.
Scholastic Social Studies. 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Other Information

U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402.
Secretary of State, Columbus, Ohio.
Public Information Department, United Nations, New York, New York.
Cleveland Metropolitan Services Commission, 609 The Arcade, Cleveland, Ohio 44114.

GOVERNMENT

Other Information (Cont'd)

Governmental Research Institute, Cleveland. (Bureau of Government Research).
Social Security Office, Federal Building, Cleveland, Ohio.
Regional Planning Commission, Cleveland, Ohio.
Cleveland Metropolitan Services Commission.
Publications of Cleveland Electric Illuminating Co., Cleveland, Ohio.
American Education Publications, 1250 Fairwood Avenue, Columbus, Ohio 43216.
Bureau of Indian Affairs, Department of the Interior, Washington, D.C.
League of Women Voters, 1200 17th Street, N.W., Washington, D.C. 20036.
Department of the Interior, Office Secretary, Washington, D.C. 20240.
L. DuPont de Nemours, Wilmington, Delaware 19898.

SOCIAL SCIENCE SCOPE AND SEQUENCE
ECONOMICS

INTRODUCTION

The value of the curriculum lies in its effectively meeting the needs of each student under the able direction of an enthusiastic teacher. It is a natural process for man to think conceptually. The interdisciplinary approach to the social science program will enable teachers to guide students in the discovery of important concepts to help them meet their needs in this rapidly expanding and changing world.

The "covering" of as much factual information as possible, in a definite chronology, through the use of a single text of hundreds of pages, has been traditional. In contrast to this the conceptual approach recognizes that understandings, skills, attitudes, and values are all interlocking aspects of the total learning experience.

In the conceptual approach teachers, after presenting the introductory material, may select that content through which concepts can be further developed or reinforced. Through the use of multiple texts, various resources, a diversity of activities and various multi-media, the student will be stimulated and caught up in the joys of learning.

Manuals are rich in suggestions for teaching. Teacher references, supplementary student books, other printed materials, and audio-visual aids are among the wealth of resources included in most manuals. Because of the constant updating of these materials teachers are advised to contact the various distributors for revised lists of their publications.

The daily newspaper is an invaluable source of information for both teacher and student. Every community has resources available such as: museums, libraries, points of historical, geographical, and cultural interests. These should be utilized.

ECONOMICS

CONCEPTS	SKILLS
	The student should:
1. Economics is a social science which is worthy of investigation.	develop understanding of economic terms by defining words specific to the study of economics.
2. The problem of scarcity is always with us and its cause is limited resources.	be able to relate how man's wants exceed the means of satisfying his wants.
3. Markets and set prices result from the application of the "supply and demand" principle. This same principle is a key factor in competition.	classify items which make up the supply and demand curve and describe how price is derived from the interaction of supply and demand. Demonstrate the necessity of competition.
4. The American system of free enterprise produces a higher standard of living for more people than does any other system. The American system has limited controls.	be able to judge the merits of the free enterprise system and the institutions which are necessary for the American economic system.
5. Other economic systems are controlled in whole or part. These economic systems are often in competition with our own system.	classify and compare other economic systems to our own system.
6. Man adds his labor and skill to resources to bring about the production of new goods. Labor in turn seeks its wages through its services.	recognize the role labor plays in the productions of goods and rendering of services. Review the history of labor union movement in America.
7. Income from production and distribution is shared with management and capital investment as well as labor.	classify various types of capital investments and analyze the role of management in production and distribution.
8. Gross national product, national income, personal income, and savings are key concepts to measure economic growth and to make economic comparisons.	be able to construct graphs and models using GNP, national income, and savings.

ECONOMICS

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
be aware of the value of studying economics.	1. Have students read and report on current economic articles in Time, Newsweek, Wall Street Journal, Business Week, and Fortune, etc.
be able to see wants and needs in proper perspective and to realize that people are interdependent.	2. Direct each student to prepare a budget for himself and one for his family for one month. Put the information on a transparency. Discuss with the class.
develop an appreciation for the role which competition plays in the market place and recognize the advantage of free markets.	3. Prepare on a transparency an example of the supply and demand curve for an individual item. Make a presentation to the class.
show an awareness of the effect of the free enterprise system on the lives of people in the United States.	4. Have the students imagine that they have just invented a new product which would be the best invention since the paper clip. How would they go about marketing their idea?
be informed about the economic developments of other countries and weigh their effects on our own country.	5. Have the students explain how a Socialist economy works.
express belief in the importance of work and the rights of labor especially as outlines in the writings of Leo XIII, Pius XI, John XXIII, and Paul VI.	6. Have representatives from labor and management talk to students regarding the right to collective bargaining.
be aware of the value of capital investments and management. Be sensitive to the value of human rights above property rights.	7. Have a banker or business manager speak to the class on his role in production and distribution of goods..
attempt to identify characteristics of the economy which are signs of prosperity or its decline.	8. Direct students to make transparency charts of GNP, national income, and savings in the U.S. for 1940, 1950, 1960, and 1970. Compare these U.S. figures to those of other countries of the western and non-western world.

ECONOMICS

CONCEPTS	SKILLS
	The student should:
9. The government has control over monetary and fiscal policies in the United States.	recognize the value of money in our economic system and discuss how the government adjusts its fiscal and monetary policies.
10. Along with money comes credit, which today is part of everyday life. There is a price to pay for credit.	evaluate credit laws and wise consumer use of credit.
11. Banking, investment companies and other financial institutions are necessary aspects of an economy. These institutions service both distributor and consumer with a flow of money and investment capital.	explain various functions of banks, savings and loans, credit unions, etc. Be able to read price.quotations in the papers.
12. The needed services of government are paid for through taxation.	compare and contrast various types of taxes.
13. Economic theories have been formulated by Adam Smith, John Maynard, Keynes, Galbraith, Rostow, Milton Freidman, Von Meyers, and Von Mesis.	identify and compare several several economic theories.
14. The problem of stabilization of the economy has been a major concern of presidents since the great depression.	discuss the various means which the United States Government has taken to stabilize economy in the past 30 years.
15. Every nation seeks to have a favorable balance of trade.	demonstratrate an awareness of new concepts of international trade and the drawbacks to world trade.

The student should:

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
be aware of the complexity of monetary policy and the citizen's committment to seek wise monetary policies.	9. Have a panel discussion regarding the best method the government could use to control inflation.
realize the advantages of wise use of credit.	10. Discuss the various forms of credit and determine which forms of credit are best under given circumstances.
acquaint himself with the banking and investment possibilities for the future. Judge the wise use of savings.	11. Have the student invest an imaginary $5,000 on the various markets: stocks, bonds, coins, gems, foreign currency, art objects, etc. Demonstrate who would be ahead under certain economic conditions.
be aware that some taxes provide benefits for all.	12. Let the students discuss and then vote on the type of tax or taxes which would best meet the needs of: federal, state, county, and city government.
evaluate economic theories in the light of present day economic problems.	13. Have the students research the economic theories held by great minds of the world and report to the class the theory held by each man.
show an awareness of controls for the stabilization of the economy such as price and wage controls.	14. Using a time line, have the students review the economic strategies of the United States since the Depression.
be aware of the necessity of cooperation in world affairs and unselfish motives in dealing with other nations.	15. Report on the work of an international agency such as Export-Import Bank, World Monetary Fund, and the Common Market.

ECONOMICS

Basic Texts

Low Reading Level	Silk and Saunders. World of Economics. McGraw-Hill Book Co., 1969.
Low to Average Reading Level	Schwartz, R. Economics for Today. Cambridge Book Co., Inc., 1969. Antell. Economics. Amsco, 1970. Harris. Economics: An Analytical Approach. Ginn and Co., 1969.
Average Reading Level	Calderwood and Fersh. Economics in Action. Macmillan Publishing Co., 1968. Mortenson, Krider, and Sampson. Understanding Our Economy. Houghton Mifflin Co., 1969. Spadaro. Economics. Bruce Publishing Co., 1969
Average to Superior Reading Level	Gordon and Witchel. An Introduction to the American Economy. D.C. Heath Co. Hailstones and Brennan. Economics: An Analysis of Principles and Policies. Southwestern Publishing Co., 1970.
Superior Reading Level	Daugherty and Madden. The Economic Process. Scott, Foresman, and Co. Coleman. Comparative Economic Systems: An Inquiry Approach. Holt, Rinehart and Winston, 1968. Dodd, Kennedy, and Olsen. Applied Economics. Southwestern Publishing Co., 1967.

Supplementary Books and Resource Material

American Problem Series. Holt, Rinehart and Winston.
Ammer, Dean S. Readings and Cases in Economics. Ginn and Co., 1966.
Case Economic Literacy Series. McGraw-Hill Book Co.
Doubleday. Garden City, Long Island, New York.
Galbraith, John K. American Capitalism. Houghton Mifflin Co., 1962.
Murphy, Immanuel. The Economic Process: Inquiry and Challenge. Scott, Foresman, Inc.,
Oxford Social Studies Series. Oxford Book Company.
Pearson, Morrill, et al (eds.). Today's Economics. (An Area Study). American Education Publications, Inc., 1969.
Rycke, Laurence (ed.). Beginning Readings in Economics. McGraw-Hill Book Co., 1961.
Silk and Saunders. Readings in the World of Economics. McGraw-Hill Book Co., 1969.
Thal, Helen M. Your Family and Its Money. Houghton Mifflin Co., 1968.

ECONOMICS

Films and Filmstrips

American Iron and Steel Institute, 150 East 42nd Street, New York 10017.
(Association) Association Films, Inc., 600 Madison Avenue, New York 10022.
(Bailey) Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood, California 90028.
(Bowmar) Stanley Bowmar Co., Inc., 12 Cleveland Street, Valhalla, New York 10595.
(Carousel) Carousel Films, 1501 Broadway, Suite 1503, New York 10036.
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(Contemporary) Contemporary Films Inc., 267 West 25th Street, New York 10001.
(Coronet) Coronet Films, Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601.
(EBF) Encyclopaedia Britannica Films Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.
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(NET) NET Film Service, Indiana University Audio-Visual Center, Bloomington, Indiana 47401.
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(SVE) Society for Visual Education, 1345 Diversey Parkway, Chicago 60614.
(Sterling) Sterling Educational Films, 241 East 34th Street, New York 10016.
Guidance Associates, Pleasantville, New York 10570.
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Current Affairs Films, 527 Madison Avenue, New York 23, New York.
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New York Times, Office of Education Activities, 229 West 43rd Street, New York 36, New York.
Rand McNally and Company, Education Division, P.O. Box 7600, Chicago 80, Illinois.
Society for Visual Education, 1345 Diversey Parkway, Chicago 14, Illinois.
Teaching Film Custodians, 25 West 43rd Street, New York 36, New York.

Multi-Media

Guidance Associates, Pleasantville, New York.

ECONOMICS

Transparencies

A.J. Nystrom and Company, 3333 Elston Avenue, Chicago, Illinois 60616.
Overhead Projection Transparencies for Social Science, Harcourt, Brace and World, 757 Third Avenue, New York 10017.
Rand McNally and Company, Evanston, Illinois 60202.
Tecnifax Corporation, 195 Appleton Street, Holyoke, Massachusetts 01042.
Thermo-Fax Sales Inc., 4850 Ridge Road, Cleveland, Ohio 44109.
Demco Instructional Materials, Box 1488 Madison Avenue, Wisconsin.

Simulation Games

Consumer Game. Johns Hopkins University.
Economic Systems Game. Johns Hopkins University.
Market Game. Holt, Rinehart, and Winston.
Scholastic Social Studies, 904 Sylvan Avenue, Englewood Cliffs, New Jersey.

Other Resources

A.B.A. Series. You, Money and Prosperity. Money, Banking, in Our Everyday Living. List of Materials on Banking, American Bankers Association, 90 Park Avenue, New York, N.Y. 10016.
American Institute of Cooperation, 1200 17th Street, N.W., Washington, D.C. 20036.
American Stock Exchange, 86 Trinity Place, New York, New York 10006.
Chamber of Commerce: U.S., 1615 North Street, N.W., Washington, D.C. 20006.
Federal Reserve Bank, Cleveland, Ohio
Ford Motor Company, Educational Affairs Department, American Road, Dearborn, Michigan 48121.
-----. Geographic Mobility in the Sixties. (Road Maps of Industry). Road Maps of Industry, The Conference Board, 845 Third Avenue, New York, N.Y. 10022.
Industry and the American Economy, National Association of Manufacturers, 2 East 48th Street, New York, New York.
Institute of Life Insurance, 277 Park Avenue, New York, New York 10017.
Merrill, Lynch, Pierce, Fenner and Smith, Cleveland, Ohio.
Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.
New York Stock Exchange, School Services Department, New York, New York 10005.

SOCIAL SCIENCE SCOPE AND SEQUENCE
SOCIOLOGY

INTRODUCTION

The value of the curriculum lies in its effectively meeting the needs of each student under the able direction of an enthusiastic teacher. It is a natural process for man to think conceptually. The interdisciplinary approach to the social science program will enable teachers to guide students in the discovery of important concepts to help them meet their needs in this rapidly expanding and changing world.

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SOCIOLOGY

CONCEPTS	SKILLS
I. MAN'S ROLE AS AN INDIVIDUAL	The Student should:
1. Man is social by nature. As an intelligent Christian he tries to understand the purpose and function of the groups to which he belongs.	formulate a generalization about the purposes of social groups.
2. Society must be so organized that man will be guided and not impeded in his pursuit of his eternal destiny.	explain what is meant by the moral law and enumerate the specific rights and duties to God, to himself, and to his fellow man which are expressed in that law.
3. The transmission of established cultural traits to future generations by oral or written communication is called social heredity.	illustrate ways in which man uses his intelligence and will to modify the influence of heredity and environment.
4. Environment is any external force physical, psychological and psychic--which influences men.	show the importance of environmental forces in the development of individual character and conduct.
5. The culture of different groups has emerged because of human ingenuity, different physical environments and the intercommunications among groups.	design a culture outline which includes the basic mores and institutions found among peoples.
II. MAN'S ROLE IN SOCIAL ORGANIZATIONS	
6. The family is the most important social institution which originates in marriage and includes parents, children, and sometimes other relatives.	discuss the role of the family in providing for the educational, economic, emotional, psychological, and spiritual well-being of each of its members.
7. People of an area organize themselves under a government for the common good and for the protection of their own basic rights.	differentiate the functions of the state in protecting human rights and in promoting the common good.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
assume responsibility for and participate actively in the groups of which he is a member.	1. Direct students to name social groups to which they belong and to enumerate ways in which they depend upon others for their happiness.
show awareness of those institutions which will help him attain his eternal destiny.	2. Conduct a panel discussion on the topic: The Church considers it her duty to guide men in their judgment of the morality of social questions.
show awareness of the influence of social heredity.	3. Arrange for a biologist to give a talk on: Social heredity and genetic engineering.
perceive the effects of numerous environmental factors on the conduct of individuals in a given society.	4. Prepare a resource paper comparing the possible effects of diverse environments on the people who live in them. Indicate how environment may limit cultural development.
be sensitive to the oneness of the human race as a basic concept of Christianity.	5. Using Wissler's culture outline, analyze a pre-literate society. Direct students to compare their information in small group discussions.
perceive the contribution of well-organized families to the stability of the social life of the nation.	6. Prepare a transparency on which the marriage laws of both Church and state are listed. Discuss these points. Direct students to list factors two persons should consider before they marry.
show a mature attitude toward protective services of the state.	7. Read the DECLARATION OF HUMAN RIGHTS. Gather data to verify or deny the application of these principles in contemporary society.

CONCEPTS	SKILLS
	The student should:
8. Everyone has a right to an education commensurate with his capabilities and his goals.	assess the basic differences between public and private education and the need for a dual system of education.
9. Religion is man's attempt to relate to himself what is beyond him and is of ultimate concern to him. The sociology of religion is the scientific study of the ways in which society and cultures influence religion--its origins, practices and doctrines.	distinguish between religion and witchcraft and formulate a generalization about the influence of religion on major cultural groups.
10. Property ownership is a natural right and has been instrumentalized by law and custom in the United States.	compare and contrast our economic system with those based on state ownership and production.
11. In a capitalistic system, work groups may be organized as one-man businesses, partnerships, cooperatives, and corporations.	assess the advantages and disadvantages of the capitalistic system of economy.
III. MAN'S ROLE IN SOCIAL PROBLEMS	
12. Unemployment may be due to many causes, personal,natural, social and industrial. Industrial unemployment may be seasonal or cyclical.	propose plans for total employment for the work force.
13. Family relationships are sometimes adversely affected by changes in religious ideals, in economic security, in health, and in family ideals.	formulate a generalization based on research as to the principal causes of the instability of family life in the United States.
14. Practical ways to alleviate poverty is the concern of both church and state.	propose plans to assist the needy in a given society.
15. Care of the aged and those who are ill-physically or mentally-is a major concern of social agencies in the United States.	describe and evaluate the present methods of care for the aged and the ill.

The student should:

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
appreciate the role and the contributions of the Catholic educational system in the United States.	8. Read and discuss the Supreme Court decisions on aid to non-public education.
be committed to his own religious faith.	9. Divide the class into groups. Direct each group to prepare an illustrated report on one of the world's major religions.
appreciate the right to private ownership of property.	10. Direct students to write an essay on the differences and similarities between socialism and communism.
be aware that government regulation of wages and prices may help or deter private enterprise.	11. Imagine that a major strike has occurred. Prepare TV commercials indicating 1) the role of management and 2) the position of labor. Interview classmates to determine the effectiveness of the commercial on their attitudes toward the strike.
be aware of the planning needed to eliminate the problem of unemployment.	12. Prepare a graphic exhibit on the causes of unemployment. Using figures from the Department of Labor, chart the unemployment figures for the past 5 years. Discuss data with the class.
show mature attitudes toward marriage and the stability of family life.	13. Prepare a transparency with overlays charting the basic causes of the breakup of family life. Compare U.S. statistics with those of other countries. Formulate a generalization at the conclusion of the discussion.
be sensitive to the needs of the poor and accept responsibility for the alleviation of poverty.	14. Direct students to gather data to indicate the extent of poverty in their city. Have them develop a plan to alleviate poverty. Discuss ways to implement the plan.
be aware of the needs of those who are handicapped or aged.	15. Investigate community agencies concerned with the care of the aged and the ill. Direct students to find ways in which they can give voluntary assistance to the aged and the ill.

SOCIOLOGY

CONCEPTS	SKILLS
	The student should:
16. Maladjusted youth are a challenge to society.	write a research paper on the causes and proposed cures for maladjusted youth.
17. Prejudice has led to grave injustice and discrimination in this country.	formulate a generalization about the nature of prejudice and its effects on the individual and the community.
18. International organizations developed to promote world peace and concord do not eliminate necessity for patriotism.	write an essay to evaluate the contributions of peace-keeping organizations.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
show awareness of the causes of maladjustment among youth.	16. Prepare a debate on the subject: Resolved: Modern Mass Media contributed to Delinquency.
appreciate the contributions of minority groups to this country.	17. Prepare a research paper on minority groups in one major city. List several persons from those groups who have contributed extensively to the cultural development of the United States.
propose ways to bring about peace among all nations.	18. Trace the development of the United Nations. Show how it has in times of crisis contributed to preserving or restoring peace.

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Basic Texts

Low Average to Average Reading Level

Cobb, William, et al. High School Sociology. Allyn and Bacon, 1967.

Average Reading Level

Koller and Couse. Modern Sociology. Holt, Rinehart and Winston, 1969.

Sankowsky, Suzanne. Sociology for High School. Oxford Book Co., 1967.

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Average to Above Average Reading Level

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Crime and Criminals.
Prejudice and Discrimination.
Poverty in an Affluent Society.
The Drug Scene.
Country, Conscience and Corruption.
Voices of Dissent.
Cities in Crisis.
Teenagers and Sex.
Propaganda, Polls, and Public Opinion.
Alienation.
Education and Opportunity.
Foreign Policy.

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Sumner, William. *Folkways.* Mentor, 1960.
Sutherland, Edwin. *White Collar Crimes.* Holt, Rinehart and Winston, 1961.
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Whyte, William. *The Organization Man.* Doubleday and Co., 1956.

Films and Filmstrips

Collier, Macmillan. Extensive List of Films, Film Loops, Sound Slides.
McGraw-Hill. Contemporary Films. *The Earth and Mankind Series*; *Ask Me Don't Tell Me*; *A Time for Burning*; *The Game*; *The Hangman.*
NET Film Service, Indiana University. *America in the 70's* - *Crisis: Urban Development*; *Technology and Man*; *Black America*; *Poverty*; *Drugs, Alcohol, Tobacco*; *Family and Community Life*; *The Inner City*; *The Human Environment*; *Mass Media*; *The Future.*

Multi-Media Kits

The Law.	Scholastic Book Services.
Prejudice.	Scholastic Book Services.

Newspapers

Scholastic Magazines: *Senior Scholastic* (weekly). *American Observer* (weekly).
New York Times

Records

Educational Record Sales. *The Nature of Human Nature.* *Issues in American Democracy.* *Contemporary American Problems.*

Simulation Games

Community Disaster. *Ghetto.* *Generation Gap.* *Consumer.* *Life Career.* Western Publishing Co.

SOCIOLOGY

Sound Filmstrips

Current Affairs. Sound Filmstrips produced monthly.

Guidance Associates. Personal Commitment: Where Do We Stand? Man's Natural Environment. Transportation: Where Do We Go From Here? Cities, U.S.A. Frontiers in Space and Under the Sea. The Welfare Dilemma. Search For Black Identity. The Harlem Renaissance. The Exploited Generation. Preparing For the World of Work.

New York Times. Sound Filmstrips and Audio Tape Cassettes. Contemporary topics - monthly publications.

Warren Schloat. Exploring Moral Values. Exploring the Myths of Prejudice.

Spirit Masters

Newsweek. Lincoln Filene Program. (Write for information about the program).

Valiant, I.M.C. Audio-Visual Instructional Materials, Vol. II. Extensive list of film loops, sound cartridge films, transparencies, filmstrips and phonograph records.

SOCIAL SCIENCE SCOPE AND SEQUENCE
ANTHROPOLOGY

INTRODUCTION

The value of the curriculum lies in its effectively meeting the needs of each student under the able direction of an enthusiastic teacher. It is a natural process for man to think conceptually. The interdisciplinary approach to the social science program will enable teachers to guide students in the discovery of important concepts to help them meet their needs in this rapidly expanding and changing world.

The "covering" of as much factual information as possible, in a definite chronology, through the use of a single text of hundreds of pages, has been traditional. In contrast to this the conceptual approach recognizes that understandings, skills, attitudes, and values are all interlocking aspects of the total learning experience.

In the conceptual approach teachers, after presenting the introductory material, may select that content through which concepts can be further developed or reinforced. Through the use of multiple texts, various resources, a diversity of activities and various multi-media, the student will be stimulated and caught up in the joys of learning.

Manuals are rich in suggestions for teaching. Teacher references, supplementary student books, other printed materials, and audio-visual aids are among the wealth of resources included in most manuals. Because of the constant updating of these materials teachers are advised to contact the various distributors for revised lists of their publications.

The daily newspaper is an invaluable source of information for both teacher and student. Every community has resources available such as: museums, libraries, points of historical, geographical, and cultural interests. These should be utilized.

ANTHROPOLOGY

CONCEPTS	SKILLS
I. THE STUDY OF MAN	The student should:
1. Anthropology is concerned with man as a creature of nature and as a creature of culture, his evolution in the distant past,and his living in the future.	distinguish the specialized branches of anthropology and explain the relationship of each to the other branches of knowledge.
2. Culture refers to the whole of learned socially-influenced behavior which has characterized mankind.	utilize knowledge obtained from related disciplines to comprehend what it means to be truly human.
3. Territorial or geographic units provide the most common basis for human, social, and political behavior.	define and illustrate anthropological terms such as nonliterate, race, and ethnographic.
II. MAN AND NATURE - PHYSICAL ANTHROPOLOGY	
4. Man has always been aware of his kinship with other living things and has tried to understand his unique position in nature. Man holds this unique place in nature because he possesses a created immortal soul.	identify and explain the major theories concerning the origin of life on earth. identify characteristics that are a sign of man's uniqueness.
5. Though recent fossil discoveries have increased our knowledge about early man, the whole story of human life still remains a puzzle to us.	summarize the important characteristics of HOMO ERECTUS and HOME SAPIENS. explain what is meant by the "evolution of the body."
6. Anthropologists support the conception of "races" as producing populations more or less isolated from each other genetically and geographically.	utilize critical thinking skills to prove that one race is not superior to another.
III. MAN AND CULTURE	
7. Archeologists assist anthropologists by reconstructing the past through the study of artifacts.	specify how an archeologist classifies and interprets evidence.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
appreciate and respect all human cultures which are but a reflection of man in his infinite variety.	1. Prepare a mural illustrating man as a creature of nature and as a creator of culture. Explain the mural to the class.
be aware that although cultures vary, man's respect for his own way of life should not come at the expense or disdain of other cultures.	2. Research the word CULTURE. Account for the variations in the definition of the word.
examine a variety of cultures with a view to appreciating their contributions to the development of mankind.	3. Define SUB-CULTURE. Identify and give the characteristics of several succultures within American society.
accept responsibility for his own unique place in nature by acting maturely.	4. Construct a collage illustrating man's unique place in nature at different levels of maturity.
appreciate the fact that at a particular point in time each man received a created immortal soul.	5. Read MIRROR FOR MAN to understand why the study of anthropology may help modern societies to deal more harmoniously with conflicting cultures of contemporary society.
perceive that the quest for knowledge for man's origin is surrounded by controversy.	6. Discuss the similarities and differences between typological and geographical classifications of races. Discuss the myth of "race."
be aware of the training, skill, and patience needed by an archeologist.	7. Prepare a set of transparencies showing how an archeologist works to locate artifacts. Explain the methods used to excavate a site.

CONCEPTS	SKILLS
	The student should:
8. Cultural originality and creativity are characteristics of both Old and New World cultures from pre-history to the present.	compare the creative contributions of pre-historic Old and New World cultures.
9. Earliest tribal groups give evidence of their social nature through associations based on sex, ages and common interests.	identify and explain factors which contribute to the development of strata within a society.
10. Religion and magic have been very much a part of man's search for transcendence.	write a research paper on the role of religion and and magic in pre-historic society.
11. The visual arts have been important to most societies.	assess the artistic and musical contributions of several preliterate societies to show how these provide information about pre-historic man.
IV. MAN AND LANGUAGE	
12. Language is the most significant tool for the transmission of ideas, customs, beliefs, inventions and discoveries. Yet the variety of languages may prove a barrier to mutual understanding.	use critical thinking skills to evaluate language in the transmission of culture.

ATTITUDES - VALUES	SUGGESTED ACTIVITIES
The student should:	
appreciate the contributions of the Meso-American.	8. Cultural pre-history is divided into three phases: the Stone Age, Paleolithic Age and Mesolithic Age. Chart and compare the creative contribution of both the Old and New World during each of these ages.
be aware that most societies recognize strata as a phenomenon of their group.	9. Assess the validity of the statement: Man is an intensely social being bent on preserving the society in which he exists.
be aware that in the sharing of supernatural beliefs, societies have a powerful source of social values.	10. Research several pre-literate societies and describe their customs based on belief in an afterlife.
appreciate the art and music of pre-literate peoples.	11. Write an essay on the benefits of the study of anthropology.
realize the importance of learning a language other than English.	12. The primary purpose of language is communication. Make a chart illustrating the major language families. Indicate areas where they are spoken.

ANTHROPOLOGY

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Films

McGraw-Hill Co. Contemporary Films: Appeals to Santiago. Desert People. The Hunters. Iski in Two Worlds.

Sound Filmstrips

Warren Schloat Productions. African Art and Culture. Japan: An Anthropological Study in Depth.

Transparencies

Demco Educational Corp. How We Learn About Ancient and Prehistoric Man. (3).
Demco Educational Corp. Anthropology. (8 transparencies - 24 overlays).

The Teacher's Manual and Resource Guide for Salzman's ANTHROPOLOGY contains lists of audio-visual materials for teaching on pages 46-56.

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